



Calder Vale St. John's CE Primary School Scorton CE Primary School Policy for Modern Foreign Languages



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"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others." The Key Stage 2 Framework for Languages (DfES 2005), Part Two page 4.

Introduction

At both Calder Vale St. John's and Scorton Schools we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Foreign language learning is being progressively introduced to primary schools as part of the Government's National Languages Strategy (*Languages for All: Languages for Life*, DfES 2002). By the school year 2009-10 all Key Stage 2 pupils will be entitled to learn another language in school time. Calder Vale St. John's and Scorton schools recognise the value of this initiative and provide age-appropriate Modern Foreign Language learning opportunities for all children throughout the school. The focus language taught in our schools is French.

Aims and objectives of Modern Foreign Language education at Calder Vale St. John's and Scorton Schools

The aims of Modern Foreign Language teaching at Calder Vale St. John's and Scorton Schools are to

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children's curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop speaking and listening skills;
- help children develop their awareness of cultural similarities and differences;
- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Teaching and learning Modern Foreign Languages at Calder Vale St. John's and Scorton Schools

At Calder Vale St. John's and Scorton Schools we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning take place.

1 Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the subject leader at Calder Vale or the class teacher at Scorton.

2 Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

3 'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register, lead Assembly and give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

Intercultural understanding

Modern Foreign Languages provide a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Inclusion

Modern Foreign Language teaching at **Calder Vale St. John's and Scorton Schools** is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Modern Foreign Language learning activities in which they may be less disadvantaged than in other areas of the curriculum. We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities in order to enable their future life opportunities.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children, through additional TA support, additional practical resources, simplifying language.

Pairs and groups for collaborative work may be made up in different ways, depending on the task.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher. They are provided with copies of planning to ensure they are aware of the objective of the lesson. Feedback is completed with the class teacher and support staff at the end of each lesson. This may be written or verbal.

Planning and resources

Modern Foreign Language is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). The school's Scheme of Work (which is updated regularly) ensures that there is continuity and progression in both skills and content across all classes. Where possible, the scheme of work links to the rolling programmes for both schools. Teachers collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and computer software are available for use throughout and between schools.

Staff development

Teachers and other staff are given opportunities and encouragement to develop their own language and language teaching skills, through supported individual study and local authority training. The subject leader for Modern Foreign Languages identifies school needs and co-ordinates professional development opportunities.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Modern Foreign Languages are built into our termly programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning.

Assessments are based on observation of children working on different oral activities and (where appropriate) written product. For reporting purposes, pupil's attainments in listening, speaking, reading and writing are levelled using the Languages Ladder descriptors. Pupil progress is discussed with parents at termly parents' evenings and at the end of the year a report on their progress is shared with parents via the end of term report.

The MFL coordinator is released regularly from the classroom in order to fulfil the role of coordinator. This time is used to monitor and evaluate the quality and standards throughout both schools and enables the coordinator to support teachers in their own classrooms.

Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings.

Marking

Children are encouraged to check work before handing in either with talk partners or using books, dictionaries... Praise is a crucial factor given verbally or by comment on a piece of work.

Where there has been a misunderstanding, feedback is generally noted on the piece of work and the child has the opportunity to correct it in the following lesson with support.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and from time to time we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT links via e-mail and approved sites on the Internet, to find out about life in other countries.

Our action plan is to develop links with a French speaking primary school in the future

Calder Vale St. John's and Scorton Schools hold multi-cultural events to use language.

Governor

The MFL governor is invited to visit the school to talk with teachers and when possible take part in lessons. The MFL governor reports back to the curriculum committee on a regular basis.

This policy has been drawn up as a result of staff discussion in Calder Vale St. John's and Scorton School and approved by the Governing Body.