

Coates Way School



Modern Foreign Languages Policy

Spring 2015

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of languages. It will form the basis for the development of languages in the school over the next three years.

The rationale for Primary Languages

The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society. We interpret the term 'Languages' to include the use of any living language to communicate ideas and receive information."

The school's aims for Languages

The overall aim for Languages is that pupils' learning is enriched in a broad curriculum in which languages contribute to and are informed by the 5 ECM outcomes and to ensure that teachers develop confidence and competence to use Languages in the effective teaching of their subject."

The school's curriculum organisation

The school's schemes of work are based on a number of Spanish resources. These resources are used to form the basic medium term plans on which are highlighted: health and safety, SMSC, Key Skills etc. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Once a unit has been completed, the planning sheet will be evaluated by the class teacher to inform future planning.

In line with framework guidelines, pupils learn languages for no less than 60 minutes per week. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines. The pupils exposure to languages is further supported by the school's linguistically and culturally diverse display policy.

Curriculum Management

The Subject Leader will facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work;
- By ordering/updating resources;
- By providing CPD so that all staff are confident in how to teach the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that opportunities

occur for pupils to develop Languages capability and that progression is taking place;

- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments
- By management of native speakers, if available.

Approaches to language teaching

The school believes that pupils learn more effectively if they are enjoying what they are doing. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. The school uses community and other links to expose pupils to native speakers as well as ICT. The school endorses the framework's five principles to develop a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

Embedding MFL in the curriculum & exploiting opportunities

The school believes pupils will learn languages more effectively by having frequent exposure to them. As staff become more aware of language teaching methodology, languages will be increasingly embedded in the curriculum. The primary Languages coordinator will highlight opportunities in medium term planning and provide the necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this.

Recording, assessment and reporting

As the class teacher works through the scheme of work they will record progress against the short-focused topics where appropriate and assess the children's progress in the integrated language. This assessment will be used to support teaching and learning.

Some evidence is to be kept. This may include a description of the context and an explanation of how the pupils completed the topic, photographs, discussion, saved work and printouts (if any were produced) of differing pupils' work. This will be known as a Portfolio of Exemplar Assessments and will accompany the children throughout their time at the school. Languages work will be marked in line with the school policy on marking.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop languages capability. The school will promote equal opportunities and fairness of distribution of languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Efforts are made to ensure that work created at home can be transferred to a classroom once a teacher has been notified. The school will monitor the level of access to languages in the home environment to ensure no pupils are unduly disadvantaged. (Groupings for languages should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by teaching).

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of languages by children with special educational needs.

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the classrooms.

Each classroom has a Spanish/English dictionary, labels for most classroom objects and posters detailing the days of the week and months of the year.

There is a section in the non-fiction library for read-alone dual language books.

The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Monitoring and review

Monitoring is carried out by the SLT and the subject leader for languages, in the following ways:

- Informal discussion with staff and pupils
- Observation of languages displays
- Collection of class languages files
- Looking at the work in their individual paper files or notebooks
- Classroom observation

There is an annual review of this policy by the subject leader for languages. A major review involving all staff will take place every three years.