



HOLY TRINITY

Church of England
Voluntary Aided Primary School

Mission Statement - Growing and learning in Christ through faith, family and friendship.

MODERN FOREIGN LANGUAGES Policy

Summer 2016

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Introduction

As part of a new primary National Curriculum (September 2014), learning a foreign language has become a requirement for children within KS2. Key Stage 2 children at Holy Trinity learn French as their entitlement to MFL.

This policy document sets out the school's aims, principles and strategies for the delivery of languages. It will form the basis of the development of languages in the school over the next 3 years. This policy was developed in the Summer term 2016 by staff and governors guided by the MFL subject leader. It was formally adopted in the Autumn Term 2016.

Rationale

The study of languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in a language 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.

Aims

The overall aim for languages is that pupils' learning is enriched in a broad curriculum in which languages play a role, and to ensure that teachers develop confidence and competence to use languages in the effective teaching of their subject.

We aim to develop children's experience of language acquisition and encourage curiosity about languages; to develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing; to extend their knowledge of how language works and explore differences between French and English; to strengthen their sense of identity through learning about culture in French-speaking countries and comparing it with their own culture.

Curriculum organisation

The school has chosen to teach French to the whole of KS2. The scheme of work is that of the 'Rigolo' scheme by Nelson Thornes. It is fully referenced to the KS2 National Framework for Languages. Individual units from Rigolo are used to form the medium term plans, and include reference to the framework objectives, key contexts and language and the expected NC attainment levels. Adaptations are made to ensure the plans are progressive in developing pupil capability.

The scheme is supported by a 'native speaker' in the form of a 'virtual teacher', and takes on board the statutory requirements of other national curriculum subjects. It comprises 6 units per year group (one per half term) and allows for 4-5 lessons per half-term. Each class has a timetabled lesson each week, as part of the entitlement of one hour.

In line with the framework guidelines, all pupils learn languages for no less than 60 minutes per week. This allocation is made up of a mix of dedicated language lessons, teaching language through other subject areas and topics, themed days and events, and by speaking languages for real purposes in daily classroom routines such as taking the register. The pupils' exposure to languages is further supported by the school's linguistically and culturally diverse display policy.

The lessons are designed to motivate children from the first moment and are mainly practical in focus. They are delivered primarily through use of the interactive whiteboard, and involve a range of delivery styles from real-life videos to animated cartoons to 'mini-games' to songs. They have clear, achievable objectives. SEND children have access to the curriculum through variation of task, grouping or support from Rigolo's 'virtual teacher' or a teaching assistant in the class.

Below is an outline of the coverage within KS2 from the Rigolo SoW:

Year 3	Year 4	Year 5	Year 6
Bonjour!	Encore!	Salut, Gustave!	Le week-end
En classe	Quelle heure est-il?	A l'école	Les vêtements
Mon corps	Les fêtes	La nourriture	Ma journée
Les animaux	Où vas-tu?	En ville	Les transports
La famille	On mange!	En vacances	Le sport
Bon anniversaire!	Le cirque	Chez moi	On va faire la fête

Curriculum management - roles and responsibilities

The MFL subject leader will facilitate the use of languages in the following ways:

- By updating the policy and schemes of work;
- By ordering and 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 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 keeping links with the advisory team for languages;
- By contributing to the school improvement plan on an annual basis;
- By management of native speakers, if appropriate;
- By monitoring the curriculum.

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 endorses the framework's five principles in its 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 languages in the curriculum

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 become increasingly embedded in the curriculum. The MFL subject leader 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 this.

Recording, assessment and reporting

As the class teacher works through the scheme of work they will record progress where appropriate and assess the children's progress. This assessment will be used to support teaching and learning.

The Rigolo scheme allows for assessment at the end of every second unit. Pupils are assessed in writing, speaking, reading and listening.

Some evidence is to be kept. This may include a description of the context and an explanation of how the pupils completed the work, photographs, discussion, saved work and printouts of differing pupils' work. This will be known as a portfolio of exemplar assessments and will build over time, overseen by the MFL leader. Language work will be marked in line with the school's policy on marking.

For reporting purposes at the end of KS2, an indication of each pupil's progress and achievement will be given to parents as part of the end of year report.

Inclusion

All pupils, regardless of race and gender, shall have the opportunity to develop language capability. The school will promote equal opportunities and fairness of distribution of resources.

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 often allocated to particular year groups to ensure progression and these are kept in the classrooms.

The Rigolo 1 (LKS2) and Rigolo 2 (UKS2) DVD ROMS and teachers' manuals are kept in the subject leader's classroom.

Each classroom at KS2 has a French/English dictionary, labels for classroom objects and posters detailing the days of the week and months of the year.

There are sections in the non-fiction library for dual language books and other books from around the world. There is also a set of French/English dictionaries in the library.

The MFL subject leader 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. The amount of this budget reflects the degree of priority given to MFL in the school development plan.

Monitoring and review

Monitoring is carried out by the head teacher and the MFL subject leader in the following ways:

- Informal discussion with staff and pupils;
- Observation of languages displays;
- Collection of teachers' languages files and other notes or records;
- Looking at the work in pupils' books and worksheets;
- Classroom observation.

The MFL Subject leader monitors planning and delivery on a termly basis. Findings are shared with the SLT, and this informs changes to the policy and the way MFL is developed at Holy Trinity.

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

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