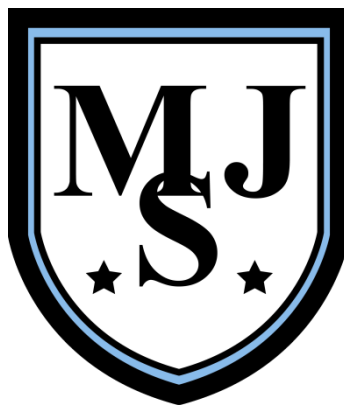


Meadowhead Junior School

Modern Foreign Languages Policy



Updated: September 2024

Next Review Date: September 2025

Approved By: _____

Full Governor Ratification Meeting Date _____

Chair of Governors to Approve: _____

Subject Leader: Miss Davies

Meadowhead Junior School

Our Mission Statement

High Aspirations, Bright Futures

Intent

1. Statement of Intent

Developing an awareness of, and celebrating different cultures and traditions is a strength at Meadowhead Junior school. We understand that early acquisition of another language enhances the richness and diversity of different cultures. A high-quality languages education should foster pupils' curiosity and broaden their perspective of the world. Our MFL curriculum is designed to progressively develop children's communication skills in speaking, listening, reading and writing by introducing concepts of how the language works in an age-appropriate manner. We aim to provide every child in our school the opportunity to experience a different language and culture through interactive and engaging lessons and activities. Our intention is that by the end of our children's primary education, we have inspired a love of language as part of their lifelong journey of learning and equipped every child with the skills that will open further opportunities later in life.

2. Legal Framework

Our curriculum will ensure a progression of skills and knowledge throughout each Key Stage. It will follow guidelines set out in: DfE (2013) 'Languages Programme of Study: key stage 2' and children will be taught a range of knowledge of skills throughout their time at Meadowhead Junior School.

Implementation

3. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of Modern Foreign Languages (French) and providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.

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- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subjects.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of French to other curriculum areas.
- Collating assessment data and setting new priorities for the development of French in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' French skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Support staff are responsible for:

- Assisting the class teacher as directed.
- Supporting children with specific needs.

The Governors are responsible for:

- Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum.

Impact

4. Teaching and Learning

The school uses a variety of teaching and learning styles in French lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding. Teachers ensure pupils apply their knowledge and understanding when completing verbal and written activities in French.

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Principles for effective teaching include:

- Setting tasks in the context of pupils' prior knowledge
- Promoting active learning
- Inspiring, exciting and motivating pupils to gain an interest in the subject
- Ensuring the teaching methods used suit the purpose and needs of the pupils
- Providing a meaningful context and clear purpose when assigning tasks
- Using a range of written and verbal tasks to help pupils build upon their French vocabulary

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks that all students can access and relate to.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising SSAs to ensure that pupils are effectively supported.

5. The Curriculum

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

6. Planning

Through a progression of activities, we will build on, and develop, children's spoken and written language in French. Planning of the MFL curriculum is focussed on creating opportunities for pupils to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

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- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs
- Differentiated desk-based consolidation activities
- Written work activities/tasks are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

7. Assessment and Recording

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Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. KS2 is assessed against the descriptors outlined in the national curriculum.

Teachers should use appropriate approaches to assessment that allows for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means. Provide clear feedback to pupils to aid further learning through verbal, self and peer assessment.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Evaluating work against the assessment task
- Pupils' self-evaluation of their work.

8. Equal opportunities

All pupils will have equal access to the entire French curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all French lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used. Meadowhead Junior aims to provide more academically able pupils with the opportunity to extend their thinking through extension.

Signed subject leader:

Chair of Governors:

Headteacher:

Date: