



CENTRAL LEARNING
PARTNERSHIP TRUST

MODERN FOREIGN LANGUAGES POLICY

<u>Contents</u>	<u>Page</u>
Introduction	3
Aims	3
Rationale	3
Statement of Intent and Objectives	4
Resources	4
Planning and Implementation	5
Assessment	5
Equal Opportunities	5
Co-ordinators Role	6

Introduction

Learning a second language has shown to support problem-solving, critical-thinking, listening skills, improve memory and also concentration. High-quality teaching in a modern foreign language should engage and inspire pupils to develop a love for learning a second language, and so increase their self-confidence in speaking a second language. At Coleridge we want pupils to advance their understanding of their own culture, as well as an understanding of other cultures.

So why do we teach Spanish at Coleridge? Spanish is the second most spoken language in the world, thus making it a very useful language for those who want to travel and experience other countries. It also can be used as a ‘gateway’ to learn other languages as it has many similarities to Italian, French and Portuguese.

This policy reflects the values and philosophy of the teaching and learning of music across the school. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning and teaching.

The policy should be read in conjunction with the languages scheme of work and progression of skills which details the learning of pupils in each of the year groups across Key Stage 2 and how it can be facilitated in other areas.

Aims

The aims of our MFL curriculum are to;

- Cultivate an interest in learning another language
- To understand that language has a structure and that different languages are structured in different ways.
- To develop speaking and listening skills.
- To understand and respond to spoken and written language.
- To increase confidence, fluency and accuracy of pronunciation when speaking in a foreign language.
- To learn about different countries and their people, creating an awareness and respect of other cultures.

Cultural Capital:

The National Curriculum defines learning languages as ‘an integral part of the curriculum’. It also states that the ‘learning a language is a liberation from insularity and provides an opening to other cultures’. As well as this, it argues that learning languages helps to equip pupils with the knowledge and cultural capital they need to succeed in life as well as encouraging pupils to appreciate and celebrate difference.

At Coleridge, we introduce children to a variety different cultures and traditions, not only through our Religious Education curriculum, but also through our Modern Foreign Languages curriculum. Through teaching Spanish in our MFL curriculum, we expose the children to the Spanish culture and its different traditions, allowing children to make comparisons to their own cultures. Within our locality, this consists of a wide range of cultures with a variety of different traditions. The teaching of Spanish traditions and cultures allows for open conversations about the many different cultures within our community, as the children make comparisons with their own culture and that of their peers. Through the MFL curriculum, we make links to

other areas within the curriculum such as Maths and Geography, ensuring that learning is embedded. Across school, a Spanish day is held at the end of the academic year which allows children to have access to a variety of traditions from the Spanish culture such as typical Spanish cuisines, music and games, thus building a love for learning a language and also an enjoyment of learning about different cultures in preparation for continued language learning at secondary school.

Rationale

At Coleridge, our principle aim is to ensure that our modern foreign languages curriculum focuses on developing children's knowledge, skills and understanding of a foreign language. We believe that learning a language will help our children in their development of oral and literary skills. It also advances an understanding of their own culture as well as an understanding of other cultures. This is something that we believe to be important, particularly in the culturally diverse environment in which our school is located.

Statement of Intent and Objectives

Our MFL curriculum at Coleridge offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the Modern Foreign Languages National Curriculum. The programme of work ensures that children have a varied and well mapped out MFL curriculum. It provides the opportunity for progression across the full breadth of the National Curriculum for KS2. This progression is clearly identified through the lesson plans and progression of skills document. The teaching of MFL at Coleridge in Key Stage 2 provides a balance of spoken and written language and sets the foundations for further foreign language teaching at Key Stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, using their knowledge of phonology, grammatical structures and vocabulary.

Pupils are taught 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.
- Begin to develop accurate pronunciation and intonation.
- 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.

Learners at Coleridge Primary School will have a range of learning opportunities including interactive lessons playing games, using IWB's and iPads and all children will have the opportunity to record some of their learning in their theme books. Across KS2, Spanish homework will be set termly to help promote a love of learning Spanish at home. A Spanish day will also take place once a year, which will include Key Stage 1 and Foundation Stage, to ensure that learners are provided with the opportunity to learn about the Spanish culture.

Resources

The following resources are available to aid the teaching of MFL at Coleridge Primary school:

- La Jolie Ronda – all teachers to have access to scheme of work and resources.
- Laptop and interactive whiteboards.
- Access to Duolingo – all children and staff have individual logins.
- iPads for children to access interactive learning.
- A set of atlases for each class.

Planning and Implementation

Coleridge Primary School uses the La Jolie Ronda scheme of work to support the teaching of Spanish. Teachers use this scheme of work to plan and adapt sessions which incorporate a range of teaching and learning styles. These sessions include speaking, listening, reading and written activities which will be supported through a variety of resources including iPads and the IWB. These activities consist of whole class, group and independent learning.

A love of learning languages is encouraged through home learning using written or interactive homework. It is important at Coleridge that we make cross-curricular links where possible therefore we will encourage children to apply their learning in other curriculum areas such as Geography, ICT, Maths and Music. All modules within the curriculum are designed and planned in line with the national curriculum and will allow for clear progression through the primary phase and into secondary school.

Assessment

Pupils will be regularly assessed in line with the schemes of work. Assessment will be undertaken through pupil interviews at the end of each term and not in the form of end of unit tests. Pupil interviews will link to Subject Progress Reports (SPRs) that will be feedback to the leadership team during termly meetings focusing on strengths and areas to develop. Teachers and the MFL subject lead will also use knowledge organisers to assess pupil's knowledge and understanding of the Spanish language for their year group.

Equal Opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in MFL will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through learning about other cultures. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

We recognise that in all classes, children have a wide range of ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children by ability and setting different tasks for each group.
- Grouping children in mixed ability groups.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

Modern Foreign Languages Co-ordinators Role

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- Feedback to colleagues, informing them about developments in MFL and provide a strategic lead and direction for the subject.
- Discusses progress with the Head Teacher and evaluates strengths and weaknesses in MFL.
- Review the success of the La Jolie Ronda scheme of learning and reviews evidence of children's work.
- Arrange external MFL opportunities such as the Rothervision competition.
- Monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
- Organising resources through carrying out resource audits, ordering new resources as fit and managing and resources effectively
- Support other members of staff by demonstrating good practice, commitment and enthusiasm, organising inset opportunities, leading curriculum development and giving advice on all areas of music as necessary.