



Woodborough Woods Primary School
Modern Foreign Language Policy 2023-24

Purpose of study

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

The National Curriculum in England: Key stages 1 and 2 Framework Document.
September 2013

Aims and objectives

- foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
- lay the foundations for future language study by pupils;
- Communicate in other languages by speaking and listening, reading and writing;
- Respect and understand other cultures, heritage and multilingualism;
- Enjoy learning languages through games, stories, role play and songs;

Vision

Our school has adopted values and attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: peace, patience, respect, kindness, love and perseverance.

At Woodborough Woods Primary School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to

make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Cross-curricular skills and links

Language learning stimulates children's **creativity** by engaging in singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports **oracy** and **literacy**. Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning leads to gains across the curriculum from mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship.

Organisation

Key Stage Two Lesson Content:

French is taught by the class teachers in each year group.

- Year 3, 4 & 5 and 6: one 30 minute lesson per week

In addition to these taught lessons, French is used incidentally throughout the school day.

Before school French and Spanish clubs following 'La Jolie Ronde' Scheme are open to all pupils.

Teachers plan their lessons using the Language Angels scheme of work. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

The French lessons are to include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets

Monitoring Progress and Assessing Attainment

Opportunities to monitor the children's progress in Primary 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. All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

Inclusion

The school aims to ensure that all children have opportunities to access and benefit from learning a foreign language together according to their needs. Therefore, all pupils regardless of race, gender, special educational needs or language spoken will have the opportunity to develop this language capability in school. Care will be taken to ensure that a variety of language learning activities and strategies are deployed in order to engage and motivate all learners.

Role of the Subject leader

- To review changes to the National Curriculum requirements and implement changes,
- Make judgements on the standard of pupils' work,
- Give pupils a voice by discussing work, progress and attitudes with a group,
- Evaluating teaching and learning, and identifying strengths and areas for improvement,
- Staying updated on current issues in their subject, including Ofsted requirements.

Assessment

The children are assessed continually throughout the year, with the teacher giving feedback orally, through marking and verbally. This process is supported by the end of KS2 statements in the National Curriculum 2014.