

Woodcroft Primary School



Policy for Modern Foreign Language Spanish

Audience: All staff

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Modern Foreign Languages (MFL) Policy

1. Introduction

In our school we teach a foreign language (Spanish) to all our KS2 children as part of the curriculum. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed in the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

The aim of learning a modern foreign language in primary school is:

- To foster an interest in learning other languages;
- To introduce young children to another language in a way that is enjoyable and fun;
- To make young children aware that language has a structure, and that the structure differs from one language to another;
- To help children develop their awareness of cultural differences in other countries;
- To develop their speaking and listening skills;
- To lay the foundations for future study

2. Teaching and learning

We recognise that language learning in its broadest sense has three core strands:

- learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting);
- learning about language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language);
- learning about and comparing different cultures (inter-cultural understanding).

We base the teaching on the guidance material in the Key Stage 2 Framework for Languages and the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to engage actively in learning a modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

We assess the children's progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:

- AT1: Listening and responding;
- AT2: Speaking;
- AT3: Reading and responding;
- AT4: Writing.

3. Organisation

Each class will be taught languages for an hour per week, 20 minutes of which should be identified on class timetables. There should also be additional short reinforcement sessions at other times during the week whenever appropriate. These short sessions may take place at Registration; after lunch; at the end of the day for example. This provides a regular opportunity for the children to be able to internalise the language. We also plan opportunities for language learning in the teaching of other subjects (see Section 4 below).

4. The Contribution of MFL to teaching in other curriculum areas

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas.

These opportunities can be exploited through aspects of:

- Literacy: development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
- ICT: use of e-madispil with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing.
- PSICHE: the multilingual society, knowledge of other countries and cultures.
- Numeracy: counting, calculations, the time and the date, money.
- Geography: work relating to the study of other countries, points of the compass, weather.
- Science: work on parts of the body, animals, and names of planets.
- Music: rhyming, rhythm, singing, composition, world music.
- RE: international or multicultural work, celebration of festivals, storytelling, calendars, customs.
- History: work relating to the study of other countries, family trees of famous people.
- Art: look at paintings and the lives of painters.
- PE: physical responses to the teacher's instructions issued in the language being learnt.

6. Modern foreign languages and inclusion

At Woodcroft, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, Gifted and Talented Pupils, and those learning English as an additional language.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Teaching MFL can sometimes contribute towards the targets set for children in their Individual Education Plans (IEPs). For example MFL can often make a strong contribution to improving a child's ability in communication skills. Teachers will have regard to such targets when designing activities for MFL lessons.

We enable pupils to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (e.g. playing a playground game in a modern foreign language), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, and also by regular testing to evaluate what the children have learnt. Older children are encouraged to make judgements about how they can improve their own and each other's work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil and records these on the school's online assessment system (Target Tracker). To help cross-phase continuity, each child is issued an exercise book which they continue to use from Year 3 to Year 6. Each KS2 pupil's attainment and effort in Spanish is reported to parents at the end of the academic year.

8. Resources

Suitable resources to support the planned curriculum have been purchased, and include schemes of work, video clips, teacher's resources, pupil worksheets, games, dictionaries, bilingual books, puppets, flash-cards, songs and other audio tapes. We also use a range of app to support language development including Duolingo, Education City and Language Angels. Spanish displays will be created in classrooms and communal areas to enhance and exhibit the children's learning.

9. Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in MFL are evaluated, and areas for further improvement are indicated.

The quality of teaching and learning in modern foreign languages is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and evaluation.

The headteacher reports to the governing body on the progress of children in Spanish, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our Spanish teaching.

The headteacher also liaises with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

This policy will be reviewed every three years or sooner if necessary.