

Lady Bay Primary School Modern Foreign Languages Policy



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1. The 'Lady Bay Way' in MFL

At Lady Bay there is a long tradition of teaching languages. We believe that every child should have the opportunity throughout Key Stage 2 to study a Modern Foreign Language. The aims are to learn about and foster an interest in another language and culture other than their own. This will enable them to develop personal qualities, skills, knowledge and understanding, and to make a major contribution to their communication and literacy skills. They will also raise awareness of other cultures through intercultural understanding. To achieve this, we follow a series of stages:

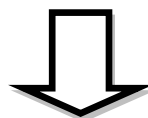
Planning

- Spanish is taught to KS2 classes for 1 hour per week by a specialist native MFL teacher during the class teacher's PPA time.
- Y1 and Y2 children have a 10 minutes lesson every Friday at the beginning of the afternoon, delivered by the Spanish Ambassadors. The Spanish Ambassadors are monitored by the Y2 class teachers and trained by the MFL teacher.
- To ensure progression and coverage of the different skills in languages a variety of resources and schemes of work are used.



Teaching

- We deliver high quality teaching and learning following a variety of guidance material and support:
 - The National Curriculum for Modern Foreign Languages
 - A range of published and online material.
 - Support and ideas/resources exchange at MFL meetings and conferences.
- A Spanish Day is held annually to bring joy and real purpose to the learning and to excite curiosity for the Spanish language and culture.
- We use Sonar, for each year group in Key Stage 2 to record children's attainment and progression through the subject.



Assessment

The Spanish teacher assesses each child's progress with reference to the National Curriculum in order to ensure that they make good progress in this subject. Assessment is based on class observations, listening and speaking activities, listening activities and written evidence in the workbooks. Self and peer assessment by the child after each activity is also used by the teacher to inform the planning of the following lessons.

Feedback from the Spanish teacher is given either orally or in written form.

Progress is recorded and shared with the class teachers regularly and on the school network termly.

2. Statement of Intent

In our school, we teach Spanish to all KS2 children as part of the normal school curriculum. We do, however, introduce children in Foundation and KS1 to key words and ideas through a variety of language themes and culture days. We have also introduced children in Y1 and Y2 to key words and ideas through Spanish Ambassadors, that deliver 10 minute mini-lessons each week. Most children enjoy learning about other cultures and the earlier a child is exposed to a foreign language, the faster and more confidently they acquire it as they tend to be less conscious about speaking aloud. Research shows that the early acquisition of a foreign language can facilitate the learning of other foreign languages later in life.

Intent

- To teach Spanish to all children from Y3 to Y6.
- To foster curiosity and interest in learning other languages and develop an enthusiastic and positive attitude to other languages and language learning.
- To build upon children's knowledge, understanding and skills following the expectations of the National Curriculum, 2014 for Languages.
- To develop their speaking and listening skills.
- To become increasingly familiar with the sounds and written form of a modern foreign language.
- To develop a positive understanding of their own lives in the context of exploring the lives of others.
- To aim for Spanish to be embedded across the wider curriculum and linked to a wider international dimensions across all subject areas.
- To help pupils to develop language learning skills and strategies which can be contextually transferable, forming a sound basis for further language learning at Key Stage 3 and beyond.
- To raise awareness of cultural differences both in Britain and in other countries and to help children appreciate different cultures.

3. Legal Frameworks

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- National Curriculum in England: Languages Programmes of Study: Key Stage 2 (DfE 2013)

This policy operates in conjunction with our Special Educational Needs and Disabilities (SEND) Policy & Equality Policy.

4. Teaching

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. Good practice will include:

- Games, role-play, songs, actions
- Puppets and soft toys to demonstrate
- Mime to accompany new vocabulary
- Multi-sensory kinesthetic approach to teaching to aid memory
- Opportunities for the children to explore the writing and reading of the language.
- Exposure of the target language in the classroom and encouragement to use it for real purposes (ask for something, go to the toilet, greetings, etc.)
- Frequent reinforcement and relating back to prior knowledge.
- Application of existing knowledge of English spelling and grammar principles to the target language.

5. Curriculum

The aims of the MFL curriculum are to ensure pupils:

- gain confidence in the four skills for languages (listening, speaking, reading and writing).
- develop accurate pronunciation and intonation in the foreign language taught.
- understand basic grammar appropriate to the language being studied.
- become more curious and understanding of the world.
- acquire the foundation for learning further languages at Key Stage 3.

6. Cross Curricular links

- The MFL curriculum offers many opportunities to promote cultural learning across the curriculum. This could be through links with:
- Literacy – reinforce of English grammar through writing, speaking & listening in the target language, drama activities.
- RE – comparing religious festivals in the Spanish speaking world with the beliefs of the community and the uk.
- Geography – consulting maps
- Computing – using research tools (internet)
- Art – projects around Spanish artists (Ibarrola, Okuda, Miró, Gaudí ...)
- Music – exposure to music from different Spanish speaking countries (classical, traditional, pop, flamenco, ...)

7. Assessment and reporting

The Spanish teacher assesses each child's progress with reference to the National Curriculum in order to ensure that they make good progress in this subject. Assessment is based on class observations, listening and speaking activities, reading activities and written evidence in the workbooks. Self and peer assessment by the child after each activity is also used by the teacher to inform the planning of the following lessons.

Feedback from the Spanish teacher is given either orally or in written form.

Progress is recorded and shared with the class teachers regularly and on the school network termly.

Parents receive an annual report which includes their child's progress in Spanish. The Spanish teacher is also available at Parent's Evenings to discuss Spanish progress.

8. Roles and Responsibilities

The responsibility of the subject leader and teacher of the subject is to ensure the MFL curriculum is implemented effectively for progression of skills across school takes place and assessing effectively. Additional responsibilities fall in the following areas:

The MFL Lead is responsible for:

- Developing, resourcing and reviewing the school's MFL Policy.
- Monitoring planning and teaching.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding MFL.

- Celebrating and promoting the MFL curriculum and the work of pupils' throughout the school.

The Governors are responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher with regards to pupil progress and attainment.
- Liaising with the Curriculum Leader (Deputy Headteacher) to ensure the MFL curriculum is delivered robustly.

9. Monitoring and Reviewing of this Policy

We monitor teaching and learning in MFL the same way as we do all the other foundation subject areas.

The SLT will carry out lesson observations, work scrutiny and pupil interviews to ensure strands are met.

The Subject Leader liaises with Rushcliffe Secondary School and meets with other MFL language leaders to evaluate and improve teaching and learning. This also ensures that all schools are providing their children with the same or similar language learning experience. The secondary school is also made aware of what has been covered with the children prior to their move to the next phase of their education.

This policy is reviewed annually by the Curriculum Leader, Head teacher and the Governors. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

This policy will be communicated to parents and other stakeholders via the school website.