



Modern Foreign Languages Policy

*St John Vianney Catholic Primary
School*

MFL Policy



2020

Curriculum Rationale

Our vision and curriculum at St John Vianney strives to create a school community where children and adults reach their full potential and shine.

Our curriculum is broad, creative and carefully planned so that progress can be made by all groups of children across the whole curriculum. Our children will know and remember more, leading to greater comprehension and understanding of increasingly complex concepts.

We are committed to encouraging and developing creativity as well as academic mastery, seeing both as essential for our children.

St John Vianney: Rationale

The overarching aim for MFL in the national curriculum is to ensure that all pupils are exposed to a different language. This includes learning the language and offers opportunities to look into another culture. It will foster pupils' curiosity and deepen their understanding of the world. At St John Vianney the chosen language is Spanish. Our teaching of Spanish will equip our pupils with the skills to develop high quality language communication to set them up for their future life.

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

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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 in 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

Context:

The KS2 classes have been language learners from the 'Primary Languages Network' since September 2019. The school is a one form entry school with approximately 115 pupils accessing the PLN scheme of work. The first language of the majority of pupils in the school is English. There are also a number of pupils who have Polish as their first language.

Vision:

At 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. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Organisation:

In KS2, children are taught by the class teacher directly for 45 minutes per week and school aims to follow up activities when appropriate

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outside of the language lesson.

In EYFS and KS1, children are taught by the class teacher through songs, stories and follow up activities when appropriate.

Management and Training:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff and the visiting specialist teacher from the primary languages network, when required.

The Curriculum:

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference and links to appropriate websites.

Teaching and Learning:

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Assessment:

Currently, assessment is informal across the four language skills and the progress made in these throughout KS2.

Monitoring:

The lead teacher discusses language learning with the class teacher and monitors planning and spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2. The lead teacher can access training in monitoring via the PLN VLE, consultation time, email discussion and at coordinator CPD.

Continuing Personal Development:

The lead teacher /MFL coordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The MFL coordinator is a member of the network email group and can access the PLN Twitter account, the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials, and lesson by lesson planning. The PLN VLE school user files can be used to share information between staff.

As well as learning the skill of communicating in another language, we aim for learning in this subject to add to pupils' personal development in the following ways:

Engagement

- Engage with the wider world-ask questions and being curious
- Engage in spoken conversation in another language
- Are active learners invested in their own progress and development
- Are learners who enjoy communicating, collaborating and competing with each other

High Expectations

- Are effective and confident communicators
- Are independent thinkers and learners
- Can apply skills they have been taught in a range of increasingly challenging situations

Respect

- Respect for all, regardless of race, colour, culture or choices
- Are learners who show respect when learning about other cultures
- Show respect to other culture's traditions

Dignity

- Have and feel a sense of belonging and self-worth
- Have positive attitudes towards themselves and others, valuing and contributing to a diverse society
- Are self-aware and can self-regulate for positive emotional wellbeing and mental health

How we will achieve this: Implementation

Key Theme	Rationale	Strategies
Reading, Communication and Vocabulary	<p>We model and use effective communication skills to allow our children to communicate their thoughts, feelings and questions respectfully and clearly. We encourage children to use specific vocabulary related to the topic they are learning in Spanish. The children will engage in spoken conversations with their teachers and their peers in language.</p>	<p>Primary Languages Scheme Planned paired and shared talk Verbal feedback <i>Conversational classroom strategies to promote the language.</i></p>
Knowledge, Skills and Challenge	<p>Knowledge and skills are carefully and progressively planned throughout each area of MFL and year group so that skills can be built upon and strengthened. We challenge all children within MFL lessons, encouraging them to have high expectations of themselves.</p> <p>We will give the children a wealth of knowledge about the other culture to develop their knowledge throughout the year groups.</p>	<p>Questioning e.g. 'What would happen if..' Making links between previously taught topics Children demonstrating conversational skills Applying skills in their written work.</p>
Teaching, Assessment and Feedback	<p>We teach MFL collaboratively between our class teachers and our specialist languages teacher. By working collaboratively with the languages teacher, class teachers are able to ensure children have access to excellent teaching, whilst also developing their own subject knowledge. Teachers and the specialist teacher continuously use assessment to plan and give instant feedback.</p>	<p>Quality first teaching Self/ peer assessment Feedback -verbal, immediate, next steps Cycle of Professional Development</p>

*Attitudes to
Learning and
Opportunities*

We are committed to building positive attitudes to learning. Our Learning Power approach helps us to develop students who are resilient when learning new skills.

We reinforce positive behaviours through our Code of Conduct and behaviour management techniques.

*Learning Powers
Code of Conduct
Positive behaviour
management*

Vision for our children: Impact



Children who are:

- Confident
- Articulate
- Resilient
- Independent
- Curious
- Well-rounded
- Respectful to themselves and others
- Ready for their next stage
- Able to communicate in another language.

Children who can:

- Question
- Stand up for their own beliefs and the right for others to do the same
- Believe in themselves
- Communicate effectively with others in a variety of ways and situations
- Be active citizens who care about change
- Make a difference
- Show respect to other cultures and their traditions.

Children who have:

- A thirst for knowledge and a love of learning
- Solid foundations of basic knowledge which can be built upon and applied to new concepts
- Self-awareness and self-regulation
- Excellent communication skills and show willingness to learn skills for adult life.

Monitoring:

Knowledge:

Knowledge Organisers

Retrieval - Quizzes

Skills:

Milestones

Tasks

Understanding and Application:

Big Questions - Topic Units

Presentation of skills and work

