**Modern Foreign Languages Policy**

KIBBLESWORTH ACADEMY

December 2020

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| **Approved by:** | Education Committee | **Date:**  Feb 2020 |
| **Subject co-ordinator:** | Nadine Wallace |  |
| **Link Governor** | Agnes Low |  |
| **Last reviewed on:** | Autumn Term 2020 | |
| **Next review due by:** | Autumn Term 2022 | |

**Big Ideas Curriculum Links**

We believe that children deserve a balanced curriculum that enables them to develop a deep understanding of all subjects and the connections between them.

The rationale for our curriculum takes the form of 10 big ideas that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum.

Primarily, the following big ideas are woven throughout Modern Foreign Languages at Kibblesworth Academy.

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**SMSC Statement**

At Kibblesworth Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.  We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. Modern Foreign Languages play an important role in delivering this objective.

**Spiritual, Moral, Social and Cultural Development through Modern Foreign Languages**

French provides opportunities to promote the following: -

**Spiritual development: Enjoy learning about oneself, others and the surrounding world; use imagination and creativity to reflect on experiences.**

* Find out more about the beliefs of other people in other countries
* Use creative role play to bring language to life

**Moral** **development**: Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues and offer reasoned views.

* Explore current affairs in different countries
* Debate and consider moral and ethical issues from around the world

**Social** **development:** Use a range of social skills to participate in the local community and beyond, appreciate diverse viewpoints; participate, volunteer and cooperate, resolve conflict.

* Find out more about the languages spoken in their local community
* Use a new language to communicate with others
* Question and develop an understanding of similarities and differences in communities where a specific language is spoken

**Cultural development**: Appreciate cultural influences, participate in cultural opportunities, understand, accept, respect and celebrate diversity.

* Study artists, authors and musicians from around the world
* Take part in themed culture days to experience and reflect on the similarities and differences between cultures

**Fundamental British Values and Modern Foreign Languages**

Modern Foreign Languages also has a role in delivering the school’s objectives relating to Fundamental British Values (FBV).

* Finding out about different models of **democracy** from around the world and working collaboratively
* Exploring the **rule of law** in another country
* Having the **liberty** to express views and ideas in another language.
* Showing an understanding and respect for the opinions and behaviour of those in other countries. Learning about other cultures and developing mutual **respect, tolerance** and empathy for others.

**Document Purpose**

Children at our school value the role Modern Foreign Languages play in their lives and enjoy learning French. This document reflects our values and philosophy in relation to the teaching and learning of languages. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Primary Languages Network scheme of work.

**Audience –**

This document is intended for:

* All teaching staff and staff with classroom responsibilities
* School governors
* Parents
* Inspectors

Copies are provided to school staff and governors. The policy is also available from the subject area of the school website to ensure accessibility to visiting teachers We believe it is important to help parents understand the curriculum and become involved in children’s learning. Therefore, a copy is available for parents on request, and the general aims communicated to parents via the school website and also through the unit overview sheets sent out to parents at the start of each half term.

**Subject Aims**

'In the knowledge society of the 21st century, language and competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.' (DFES)

**Aims and Objectives**

The national curriculum for languages aims to ensure that all pupils:

1. understand and respond to spoken and written language from a variety of authentic sources
2. speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
3. can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
4. discover and develop an appreciation of a range of writing in the language studied.

**Feedback and Marking**

Oral feedback is given throughout French lessons to promote, encourage and developed speaking and listening skills. A mix of live written feedback and post lesson written feedback will be given. The school’s marking policy will be adhered to for written feedback.

**Resources**

All KS2 classrooms have access to a set of bilingual dictionaries. Additionally, bilingual story books, picture dictionaries and some cultural resources are available.

**Planning, Progression and Continuity**

A wide range of learning activities are used within lessons such as 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. Planning is adaped from Primary Languages Network to meet with the needs of the children in our school and progression is also planned for following the suggested topics within the long term planning. Grammar skills are specifically planned for according to the stage of learning for example learning how to conjugate verbs in French will begin during the first stage of learning (Year 3) and this skill will continue to be used and developed throughout KS2. In Year 4, children will then be introduced to adverbs and in Years 5 and 6 go on to use prepositions and verbal phrases whilst still practising previously acquired skills.

**Recording work**

In order to meet the demands of the curriculum, the children in Key Stage 1 and Key Stage 2 will use an exercise book to record their learning. This will ensure that written feedback can given as well as oral feedback in class and that a record is kept of the children’s progress as they move through Key Stage 2.

**Classroom Organisation and Teaching Style**

Class teachers are responsible for their own class organisation and teaching style in relation to French, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways:

* Individually
* In groups – (mixed or by ability)
* As a class  - where introduction, demonstration and discussion are appropriate.

**Differentiation**

Our Programme of Study for French (Primary Languages Network) covers a broad range of approaches and techniques, ensuring that children of varying levels of ability (including pupils with SEN and those who are More Able) are given the opportunity to achieve work of a high standard.

**Equal Opportunities**

All teaching and non-teaching staff at Kibblesworth Academy are responsible for ensuring  that  every  pupil,  whatever  their  ability,  should  have  the opportunity to experience success in learning at the highest possible standard. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

**Oracy in French**

Oracy is extremely important in the teaching and learning of French. All French lessons should foster a talk rich environment where children feel safe and encouraged to try pronunciation of new words. Children will be encouraged at all times to ask questions and for clarification on pronunciation and where possible, to seek out the advice of the Language Leaders or the Modern Foreign Languages Co-ordinator who is a native speaker. Furthermore, children will be given lots of praise and positive feedback on their efforts in French lessons.

**Special Educational Needs (SEN)**

Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. For further details, please see our SEND policy.

**Every Child Matters**

Some children will always require extra help because of the disadvantages they face. The key is to ensure children receive support at the first onset of problems and to prevent any children slipping through the net.

**Enjoying and achieving**: Getting the most out of life and developing the skills for adulthood.

**Making a positive contribution:**Being involved with the community and society

**Economic well-being:** Not being prevented by economic disadvantage from achieving their full potential.

**Gifted and Talented**

The words “gifted” and “talented” can be used in many different ways. The Department for Education and Skills uses the following definitions:

**Gifted –**the top 5 – 10% of pupils per school as measured by the actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

**Talented –**The top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasised. It is the top 5-10% of pupil per school, regardless of the overall ability profile of pupils.

**Identification of More Able and Gifted Pupils in French**

Pupils who are More Able and Gifted in MFL are likely to:

· Have a strong desire to put language together themselves. They apply what they have learned to new situations, transforming phrases and using them in different contexts,

· Show creativity and imagination when using language. They often extend the boundaries of their knowledge and work beyond what is learned;

· Have a natural feel for languages. They are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling;

· Pick up new language structures quickly. They may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage. They may also display outstanding powers of retention, both immediately and from one lesson to the next;

· Make connections and classify words and structures to help them learn more efficiently. They are able to evaluate new language critically, recognising the grammatical function of words;

· Seek solutions and ask further questions. They may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process;

· Have an insight into their own learning style and preference. They may say how they like doing; they may show or display an ability to work independently;

· Show an interest in the cultural features of the language being studied.

**Parents and Carer feedback**

A student might have interests outside of school that teachers are unaware of. Parents should be invited communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

**What support should More Able and Talented pupils be given**

Once the More Able have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support:

**Enrichment:** this is when a student is encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work or competitions.

**Extension:**this is when students are given activities that develop higher order thinking skill and working practices. Extension activities help students to work with greater autonomy and self-discipline.

* Take part in cultural events such as ‘community French café morning’ and French day (a whole school celebration of French)
* Be part of a French school exchange project
* Be involved in the preparation of and delivery of European Day of Languages celebration in school
* Have the opportunity to apply for the role of Language Leader in school
* Take part in University Outreach project work (for example – Newcastle University Linguacuisine)

**Health and Safety**

See whole school Health and Safety policy

The class teacher throughout the Programs of Study should deal with health and safety issues accordingly. This may mean that introducing key points at the beginning of a Scheme of Work, or where appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues should be reinforced with the class at the discretion of the class teacher.

**Visits**

Where appropriate, educational visits to places of interest should be encouraged. These visits can act as a stimuli providing children with a primary resource. This might be in the form of a visit to a French café for example or any specific location appropriate to the scheme of work. Visits from native speakers are also encouraged, providing possibilities for children to further their experience of French culture.

**Expectations**

By the end of KS2 it is expected that most children will be able to –

Pupils should be 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
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
* Present ideas and information orally to a range of audiences\*
* 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
* Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

All French work in school should incorporate elements of these key aspects and expectations in a curriculum that builds upon children’s knowledge and understanding. **Good displays assist children in developing their own ideas.**