

St. Andrew the Apostle Catholic Primary School



Modern Foreign Languages (MFL) Policy

December 2022

Succeeding Together in Faith and Love

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Introduction

St. Andrew the Apostle Catholic Primary School believes that the learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

“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 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.”

National Curriculum in England (DfES September 2013).

At St. Andrew the Apostle Catholic Primary School, we teach Spanish, based on popularity of choice at Key Stage 3, staff knowledge and availability of quality resources.

Framework

The Department for Education (DfE) published statutory guidance on the National Curriculum in England for Key Stage (KS) 1 to KS4. It states that languages are not a compulsory subject in schools at KS1. The National Curriculum document states that foreign languages are a compulsory subject at KS2.

Teaching may be of any modern or ancient foreign language and should "lay the foundations" for foreign language learning at KS3. The National Curriculum for Modern Foreign Languages aims to ensure that all pupils:

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

Aims

Our main objectives in the teaching of Spanish are to promote the development of linguistic competence and confidence in speaking and writing as well as an understanding and awareness of the world and other cultures.

Intent

At St. Andrew the Apostle Catholic Primary we foster pupils' curiosity and deepen their understanding of the world through the learning of a foreign language. We focus on practical communication throughout Key Stage Two using a balance of spoken and written language which will lay the foundations for further language learning and inspire a natural curiosity and confidence to explore: other countries, cultures and languages. Spanish is our chosen language.

To support this consistently throughout the school, we use Key Concepts (Appendix 3), which are introduced in Early Years Foundation Stage and Key Stage 1 and built upon in Key Stage 2.

Implementation

Lessons are taught by a peripatetic MFL expert Spanish teacher, who enables pupils to become confident, capable and articulate linguists. Pupils gradually acquire, use and apply a growing bank of vocabulary organised around topics, which are progressively built upon. Pupils are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, pupils record their work through pictures, captions and sentences.

Pupils will: 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.

The Progression Map (Appendix 5) outlines the clear progression of knowledge, skills, understanding and vocabulary that is built upon over time. Key Concepts, prior learning and future learning are used to embed the knowledge, skills, understanding and vocabulary that should endure.

Impact

Pupils are equipped with the skills to achieve and be successful in lessons and build the confidence to be effective linguists outside of school. Working together with our local secondary school also enables pupils to prepare for their next stages. We measure the impact of our curriculum through the following methods: Observing children speaking and listening in another language. Marking of written work. Interviewing pupils about their learning (pupil voice). Annual reporting to parents. Learning walks.

Through the high quality teaching of Spanish taking place we will see the impact of the subject in the following ways:

- Pupils will become aware that a language has a structure, and that the structure differs from one language to another.
- Pupils will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.

- Pupils will enrich their language learning by developing an understanding of the Spanish culture.
- Pupils will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

Resources

The Long Term Plan sets out topics to be taught. Medium Term Plans have been created in collaboration with class teachers, subject lead and curriculum lead. Teachers will follow these plans to create lessons. Plans and resources will be reviewed by all parties during policy review. Resources such as pens, books and folders are kept in individual classes.

Curriculum Links

Spanish has links with other subjects such as History, Geography, Science and even Maths, through reasoning and explanations. Links and opportunities to write are encouraged whenever possible to help support overlearning and practise of skills.

Roles and Responsibilities

- Prepare and review policy documents and curriculum plans.
- Promote good practice throughout the school - support and extend good practice among colleagues in classes.
- Encourage staff to provide effective learning opportunities for all pupils.
- Enable pupils to progress in the subject and to have regard to the principles for inclusion.
- Organise and monitor professional development to help colleagues develop their subject expertise.
- Work with staff to co-ordinate the preparation and assimilation of medium term planning throughout school.
- Keep up to date with current developments.

- Communicate developments through staff meetings and distributing information.
- Monitor and evaluate the effectiveness of the teaching and progression of MFL.
- Ensure common standards and formats for recording and assessing.
- Produce reports on the subject in the school, e.g. to governors, in newsletters.
- Audit resources and produce updated lists of books, materials and equipment relevant to the subject.
- Contribute to the school improvement plan including costings and priorities which can help inform the school development plan.
- Be involved in liaison with secondary schools and other primary schools in the area.

Monitoring

Monitoring will take place each year according to the monitoring framework. There will be two types of monitoring i. deep dive ii. shallow paddle.

- i. During a deep dive, the subject lead, curriculum lead and SLT will plan lesson observations, book looks, and pupil/staff voice. From this, the subject lead will produce a subject overview to be presented to SLT containing strengths and ways forward.
- ii. During a shallow paddle, the subject lead will be invited to drop in on lessons by class teachers and discuss learning with pupils. The subject lead will prompt the class teachers as to what term/week this should be. From this, the subject lead will gain a clear understanding of current teaching and learning.

Equality, Inclusion and Support

At St. Andrew the Apostle Catholic Primary School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. When planning lessons, teachers will adapt as necessary, to provide relevant and appropriately challenging activities in order to ensure a fully inclusive

curriculum. This will ensure all pupils are given equal opportunities to develop their knowledge, skills, understanding and vocabulary.

Review

This policy was written by the subject leader and reviewed by the governors of St Andrew the Apostle Catholic Primary School in December 2022.

Review Date: October 2023

Appendix 1 – Long Term Plan available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/modern-foreign-languages/>

Appendix 2 - National Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

Appendix 3 – Key Concepts available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/modern-foreign-languages/>

Appendix 4 – Progression Map available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/modern-foreign-languages/>