

St Mary's Catholic Primary School



Inspiring children to love
learning and live in the
light of Christ

Languages Policy

St Mary's Catholic Primary School

Whole School Policy on Modern Foreign Language

This Modern Foreign Language policy:

- Reflects the consensus of opinion of the whole staff
- Was discussed and agreed by the whole staff
- Was written by the MFL Coordinator
- Has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher, MFL Leader and Senior Leadership Team.

STATEMENT OF INTENT

At St Mary's we are proud to offer our pupils the opportunity to learn Spanish from Year Three to Year Six. Our children learn Spanish, the second most spoken language across the globe, in a fun and creative way; expressing their ideas and thoughts in spoken and written communication. We believe that a high-quality languages education should foster children's curiosity and deepen their understanding of the different cultures in the world. Culture and language are inseparable. Understanding this cultural-specific contexts along with linguistic principles is central to effective language acquisition. Competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

At St Mary's Primary School, we provide a well-balanced curriculum of spoken and written Spanish. Children leave our school with solid foundations and knowledge ready to develop their language skills further in Key Stage Three.

As a Catholic school we regard every child as unique and special in God's family. This policy has been designed to support every member of our school, teach them more about the world that God has created and how people from different cultures live the Gospel in their daily lives. We believe that we are all created in God's image and called by God to live a life of service to him. We live the teachings of the Gospel in our daily lives.

1. CURRICULUM STATEMENT

INTENT

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

1. Foster an interest and love for learning other languages.
2. Gain enjoyment, pride and a sense of achievement during the lessons.
3. Develop a cultural awareness, respect and understanding of cultural differences between countries.
4. Become aware that every language has a structure, and that this structure differs from one language to another.
5. Lay the foundations ready to develop linguist skills in Key Stage Three.
6. Understand and respond to spoken and written language from a variety of authentic sources.
7. Communicate with increasing confidence, fluency, and spontaneity.
8. Discover and develop an appreciation of a range of writing in the language studied.

OBJECTIVES

The Learning Objectives comprise three core strands: Oracy (speaking and listening), Literacy (reading and writing) and Intercultural understanding.

Speaking and Listening

1. Listen attentively to the spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds through songs and rhymes.
3. Engage in conversations asking and answering questions displaying accurate pronunciation and intonation and seeking clarification when needed.
4. Speak clearly in sentences using familiar vocabulary and grammatical structures.
5. Present ideas and information to an audience.
6. Understand the main ideas when listening to a short text or to a conversation between two people.

Reading and Writing

1. Display accurate pronunciation and intonation when reading out loud to others.
2. Translate words from Spanish to English and vice versa.
3. Read a short text and answer questions.
4. Write words and sentences from memory and adapt these to create new sentences.
5. To express themselves and justify opinions in written form.
6. To use familiar grammatical structures to create new sentences.
7. Use a dictionary to find nouns and verbs.
8. Manipulate language by changing elements (verbs/nouns/adjectives) in a sentence.
9. Understand key information when listening to a short conversation.

Intercultural Understanding

1. Appreciate and similarities and differences between Spain and the UK when celebrating Christmas and Easter.
2. Learn about The Three Wise Men celebration in Spain and parts of South America.
3. Look at schools and the educational system in Spain and compare it to the UK.
4. Explore art, history, music, dances and geography of Spanish speaking countries.
5. Taste traditional Spanish food.
6. Compare a Spanish high street to an English one.

2. TEACHING AND LEARNING

We follow a customised scheme of work created by our curriculum provider in line with the National Curriculum guidance. A variety of techniques and approaches are used to encourage the children to engage actively during the lessons. These include cooperative and competitive games, role-play, dancing and songs (particularly action songs). In order to expose our children to more than one voice speaking Spanish, we regularly carry out listening activities where children can hear other native speakers talking.

Speaking underpins listening the same way that reading underpins writing and vice versa. For that reason, we believe that all four strands of the curriculum (speaking, listening, reading and writing) should be taught in equal measure. Our lessons are fun packed and well balanced in terms of oracy and literacy. We also have a multisensory * and kinaesthetic approaches towards teaching, i.e. we try to introduce a physical element into some of the games, as this serves to reinforce memory and children learn more when they feel motivated and are having fun.

*Multi-sensory Learning = We remember

20% of what we read

30% of what we hear

40% of what we see

50% of what we say

60% of what we do

90% of what we see, hear, say and do! (SENSS publication)

Our lessons are entertaining, dynamic, and enjoyable. If children enjoy their Spanish lessons, they will develop a positive attitude and approach towards the learning of modern foreign languages. We build children's confidence through constant praise for their efforts during the lessons, however tentative. We always reinforce and acknowledge children's effort, participation, and positive approach.

3. TEACHING METHODS

1. Objectives are always shared with the class at the beginning of each lesson.
2. Lessons always begin with a “warm up” activity or game to recap vocabulary/ structures previously learnt.
3. Lessons are highly interactive. Children work in groups, pairs and as a whole class too.
4. During the lesson’s children dance, sing, interview their peers and do role play activities.
5. Simon says, true and false, guess my number, the team leader, beat your partner and bingo are some of the game’s children play in order to learn new words and grammatical structures.
6. We aim to do written activities in the children’s books every other lesson.
7. Levels of confidence and understanding are constantly checked during lessons by showing thumbs up or down to reflect how children feel about the task in hand.

4. ORGANISATION

1. MFL is taught to all children, from Year Three to Year Six.
2. All year groups have an allocated slot of 45 minutes every week (Thursdays).
3. The MFL teacher plans and delivers all lessons.
4. Lessons are based on a 5-year roll-on curriculum created by the MFL specialist.
5. All resources used during lessons are provided by the MFL teacher.
6. Resources and classroom displays are available on the staff SharePoint drive, ready for teachers to revisit them if they wish to have a quick practice during the week.
7. Teachers who are present during the Spanish lessons, support the class by working with a group of children.
8. Teachers are encouraged to use the language as much as possible during the week (greet the pupils in Spanish, answer the register in Spanish).
9. All classes are supplied by the MFL teacher with key vocabulary related to the topics that will be covered during the year.
10. A Curriculum overview is provided to class teachers with the added option of switch and adapt topics in order to create cross-curricular links.
11. During special celebrations like Christmas and Easter, children learn about traditions in Spanish speaking countries and sing Spanish carols in Church.

5. CROSS CURRICULAR ASPECTS

Learning another language presents endless opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure, grammar and phonics of a new language enhances the children's understanding of their own language and so links closely to the Literacy Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and Religious Education curriculum in terms of the development of positive attitudes towards, and knowledge of other cultures and countries.

There are also links between the teaching of MFL and Mathematics, Science, Music, Art and PE. Where possible, Spanish units of work are adapted to tie in with the topics being covered by class teachers. During Christmas, children sing Spanish Carols during the Nativity play in Church and learn about Spanish Christmas traditions.

Spanish Day, however, is the perfect opportunity for the whole school to learn and explore more about the Spanish language and culture. It enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context. The whole day is planned well in advanced and, with the help of the teachers, the children choose which topics they will look at with their classes through different subjects. For example, children:

1. Find information (population, geographical situation, currency, etc) about Spanish speaking countries in the word – Geography
2. Research the history of countries to understand their past and current traditions, like bullfighting or Flamenco dancing and its origins – History
3. Discuss traditions (bull fighting) – PHSE
4. Learn and identify numbers in Spanish and carry out simple additions and subtractions
5. Make flags and learn colours in Spanish – Geography & Art
6. Design traditional costumes from Spanish speaking countries – Art
7. Research and use art techniques from famous artists like Picasso and Dalí – Art
8. Take part in food tasting sessions (churros, non-alcoholic sangria, tapas, etc) – DT
9. Sing songs in Spanish – Music
10. Take part in Flamenco and salsa lessons – PE
11. Create ppt presentations while researching Spanish Speaking Countries - Computing

INFORMATION COMMUNICATION TECHNOLOGY

For presentation and delivery of lessons our MFL teacher uses Power point presentations along with a variety of authentic materials in the form of video clips, voice files, interactive games and songs. Free educational websites, like Quizzlet, BBC Bitezise, Digital Dialects, etc are constantly used during lessons.

Children have access to laptops in order to research and create presentations (Spanish Day) of their findings. During revision sessions children use laptops and play interactive games on the board. We also share in our school website information about free websites and Apps for children to practice at home in a fun, interactive way.

6 - SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION AND COMMUNITY COHESION

By teaching a modern foreign language we contribute towards a fully round education that will help children develop the skills and qualities which will help them to thrive in the real world. Children will learn that many societies, especially in the United Kingdom, are multilingual and multicultural. We teach them to appreciate, accept and respect others by exposing children to new ideas, languages and cultures. During the Spanish lessons' children hear some amazing facts about some of the 22 countries who speak Spanish. They will learn about festivals and customs related to these countries and will compare them to the UK. We will (when it's safe to do so) organise trips to Spanish restaurants where children will experience a bit more Spanish culture and sample traditional Spanish in a more authentic environment. One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. There are children, who have difficulty in performing at the expected level in core subjects, that find out they excel and make amazing progress in Spanish. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.

7. EQUAL OPPORTUNITIES & INCLUSION

At St Mary's, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability, and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

Modern Foreign Languages is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At St Mary's School, we teach MFL to all children from Year Three to Year Six, whatever their ability and individual needs. The teaching of Modern Foreign Languages gives every child a chance to take part and enjoy a new language. It provides a boost of confidence to those children who have difficulties in other areas of the curriculum.

During lessons, children display a wide range of abilities, we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through MFL we provide learning opportunities that enable all pupils to make good progress, feel included and enjoy the lessons. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children.

8 - ASSESSMENT, RECORDING, PROGRESS, MODERATION, AND REPORTING

Assessment and Recording:

Oracy and literacy are assessed throughout the year. The assessments are carried out through assessments tasks. Assessment tasks (reading, writing, listening speaking) are recorded and kept in the children's books. On completion of a task, children (under the teacher supervision) check and assess their performance against the success criteria to decide if they have been successful or not. The assessment's outcomes are then recorded and dated on self-assessment sheets (kept at the back of each book). The MFL teacher marks and checks that there is agreement between the outcome of the tasks and the recording of such outcome on the assessment sheet.

Progress

All MFL objectives from Year Three to Year Six are displayed in a systematic and progressive fashion on the self-assessment sheets kept at the back of children's books. Each year of Spanish, and all the objectives to be achieved for that particular year (in all four strands) are represented by a colour. Children are aware which colour they will be working on and each year and can easily identify the objectives they will be pursuing as they move up the school. Self-assessment sheets also serve the purpose of tracking progress. By the end of the year, children are expected to have achieved 90% of the year group objectives if they are working at the Expected Standard or above the age-related expectation at Greater Depth. At the end of each term, a tracker sheet for each pupil is filled in. This system ensures that we are aware of progress being made as well as areas requiring further consolidation to be addressed in future planning.

Moderation:

The lessons are monitored by the Subject Leader and the Senior Leadership Team through drop-in sessions and lesson observations. Books are regularly monitored during book trawls.

Reporting:

Annual reports, including effort, attainment grades and a comment, are sent home during the summer term.

9. THE ROLE OF THE SUBJECT LEADER

Recorded outcomes which link directly to teaching and learning tasks are recorded in children's books, which are monitored termly by the subject leader to ensure accuracy of judgement and coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

1. Supports colleagues in their teaching, by keeping them informed about current developments in MFL.
2. Writes a Subject Development Plan, informed by the whole School Improvement Plan.
3. Attends specialist training courses and ensures content is disseminated to staff.
4. Writes and amends the MFL when required.
5. Creates action plans in order to identify school standards and expectations as well as any changes in the National Curriculum.

10. THE ROLE OF THE TEACHER

As all Spanish teaching is planned and delivered by our specialist language teacher, it is important that the class teacher is involved in the lessons so that they can:

1. Improve their own skills and abilities in Spanish.
2. Understand how the language is being taught.
3. Support with behaviour management and resources.
4. Develop what is being taught in the lesson throughout the rest of the week to ensure learning becomes embedded.

Policy Written & Agreed:	M. Collier
Ratified by Full Governing Body:	September 22
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