

MODERN FOREIGN LANGUAGES POLICY

Name of School:	Headlands Primary School
Person(s) Responsible:	Headteacher, Governors and Modern Foreign Languages Coordinator
Review Date	March 2012
Distribution:	Governors and whole staff
Web Page:	<u>www.headlandsprimary.co.uk</u>

Policy written by Alison Fox (MFL Teacher/Coordinator):

Updated by Alison Fox and Karen Christodoulou (MFL Governor) 6 March 2009.

Reviewed and updated by Alison Fox and Karen Christodoulou March 2010. Minor changes made.

Reviewed and updated by Alison Fox and Karen Christodoulou March 2011. Minor changes.

Primary languages - School policy

1. Primary Modern Foreign Languages (MFL) in context

The Government's ***National Strategy for Languages: Languages for All: Languages for Life - a strategy for England (December 2002)*** set out the Government's commitment to increasing the nation's languages capability, and a vision of languages as "a life long skill - to be used in business and pleasure, to open up avenues of communication and exploration, and to promote, encourage and instil a broader cultural understanding". The cornerstone of that strategy was the introduction by 2010 of an entitlement to language learning for every pupil in Key Stage 2. The Strategy envisages the primary entitlement as follows:

"Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning."
(page 16)

The National Strategy for Languages is also an important element within the Primary National Strategy, reinforcing the key approaches to teaching and learning, which are set out in ***Excellence and Enjoyment: A Strategy for Primary Schools (May 2003)***.

This development of primary education provides a natural support for the primary MFL entitlement: teachers are encouraged to introduce primary MFL not as a bolt-on extra, but as an integrated part of a rich and coherent curriculum. It should be a means of reinforcing and extending work on literacy; it is also a subject which has natural links across the curriculum that can be exploited to enhance pupils' overall learning experiences.

The Key Stage 2 Framework for Modern Foreign Languages (October 2005) was developed to support and build on the key principles for teaching and learning contained in these two government policy documents.

"In developing the Framework, careful attention has been given to how best to achieve the most positive outcomes for children, taking full account of the vision and intentions as set out in Every Child Matters."

The Key Stage 2 Framework for Languages

The statutory requirement for all children to learn a modern foreign language from the age of seven is stated in The National Curriculum Primary handbook (February 2010) <http://curriculum.qcda.gov.uk> and the programme of learning for languages sets out the content, knowledge, skills and understanding that children are expected to learn whilst at primary school.

2. MFL at Headlands Primary School

At Headlands Primary School, all pupils in Key Stage 2 now have the opportunity to learn a modern foreign language. This is addressed through a weekly French lesson supported by reinforcement activities which can be integrated within the school day.

3. The Key Stage 2 Framework for Modern Foreign Languages

The Key Stage 2 Framework for Modern Foreign Languages is designed to underpin the commitments and principles set out in the National Languages Strategy and the Primary National Strategy by offering practical support to schools as they develop the primary MFL curriculum. It provides a set of learning objectives and guidance on ways of using them on which teachers can build, creating their own programmes of work.

The Framework offers guidance about key considerations including pedagogy, cross-curricular links and curriculum delivery models, as well as transition issues. It also contains guidelines on the content of the programme of study across all four years of KS2 and the level of attainment that teachers should expect from pupils in each year of study. It is closely linked to and supplements the **Schemes of Work for languages in KS2 that have been produced by the QCA.**

The Framework consists of three progressive strands of teaching and learning:

- **Oracy** (Listening and Speaking);
- **Literacy** (Reading and Writing);
- **Intercultural Understanding.**

In addition, there are two “cross-cutting” strands which support the teaching and learning strands. These cover valuable skills development and intercultural awareness which are important stepping stones for later language learning:

- **Knowledge about Language (KAL);**
- **Language Learning Strategies (LLS).**

These five strands are interdependent and most MFL lessons will include elements from more than one strand.

The MFL entitlement is implemented at Headlands Primary School via the **Catherine Cheater Scheme of Work** (see below) which makes explicit reference to each of these strands in weekly lesson plans.

Overviews of expectations and outcomes in Oracy, Literacy, Intercultural Understanding, KAL and LLS for years 3 to 6 are detailed in the [Key Stage 2 Framework for Languages](#) which also includes the following:

- An ‘At a glance’ summary of learning objectives for years 3 to 6.
- An overview of progression in Oracy, Literacy, Intercultural Understanding, KAL and LLS.
- A Summary of LLS across Years 3 to 6: analysing and self-evaluating ways of learning; communicating (exploring ways of understanding and of being understood); practising language; memorising; applying prior knowledge; dictionary skills.

4. Rationale

Language learning offers opportunities for children to:

- gain enjoyment, pride and a sense of achievement;
- express themselves creatively and imaginatively in another language;
- apply and develop their knowledge of languages and language learning;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

Our aims:

- to introduce and develop language learning in the school via the County's approved scheme of work - ***The Catherine Cheater Scheme of Work for French***;
- to evaluate progress and the quality of learning;
- to continue to build capacity in the school so that all pupils in Key Stage 2 receive their entitlement and language learning is integrated into the curriculum.

Expected outcomes - we want to help children to:

- feel confident enough to listen successfully while not understanding every word;
- know a little language but be able to do a lot with it;
- know about and celebrate different cultures.

“The teaching of languages to early learners is now widely recognised as a significant contributory factor in improving literacy, building self-confidence and broadening cultural horizons. More and more primary schools are introducing French (and indeed other languages) into the curriculum and are beginning to see benefits in terms of gains in listening and speaking skills, appreciation of other cultures and enthusiasm for new forms of learning.

The principles of learning and teaching embedded in Excellence and Enjoyment include several which we would emphasise at the outset of teaching languages:

- Ensure every child succeeds
- Build on what the learners already know
- Make learning vivid and real
- Make learning an enjoyable and challenging experience

We should want to add in respect of learning French:

- Do a lot with a little
- Celebrate each learning outcome
- Small steps lead to big changes

There are two underlying principles behind this new publication:

- We want children to enjoy their early years of learning French and to value the sights and sounds of France, the rhythm of the language and the real pleasure that can be gained from contact with the written word.
- We want children to make real and measurable progress in their learning through the innovative activities, the challenging tasks and the desire to understand more and more as they listen to, speak and read French.”

Extract from the introduction to the Catherine Cheater Year 3 Scheme of Work

5. The role of the MFL Coordinator

The role of the MFL coordinator is to provide professional leadership for languages to secure high quality of teaching, resulting in effective learning and improved standards of achievement for all pupils. The coordinator will keep up to date with current subject developments, ensure that staff training requirements are addressed and ensure the provision and effective use of appropriate resources.

6. School Governors

A MFL link Governor has been appointed to work closely with the MFL Coordinator to ensure that:

- The teaching of French is delivered in accordance with county policy;
- Consistency, continuity and progression is addressed across the year groups;
- All Children make progress;
- The profile of language learning is raised across the school;
- Cultural awareness is raised.

7. Staffing

Teachers should:

- provide lots of language for children to listen to and read;
- pronounce correctly the small amount of language that children learn to speak;
- be able to follow lesson plans provided, based on the KS2 Framework for Languages;
- make use of the resources provided - mainly stories and songs;
- teach using literacy strategies they are already familiar with and methodology that good primary teachers either already know or can pick up easily;
- integrate language learning into the daily life of the school;
- ensure that all children have a sense of achievement.

Staff training, based on the Catherine Cheater Scheme of Work, is provided at county level and is ongoing. The language selected to deliver the MFL curriculum is currently French as it is the language that the school's staff are most likely to be able to support and sustain.

It is important to provide a good model of pronunciation for the children. Sound files are available for class teachers' reference (see below) and authentic recorded material is available for use during weekly lessons so that children have the opportunity to listen to native speakers.

8. Time allocation

There is one weekly lesson of between 35 and 45 minutes in Years 3 to 6, however in order to fulfil the QCA's teaching time recommendation of 60 minutes per week, teachers should make the most of planned or incidental opportunities to reinforce language work. There are many cross-curricular opportunities to involve language learning and inter-cultural awareness. The Catherine Cheater Scheme in fact refers to daily 5-10 minute practice 'Parcels,' many of which are cross-curricular, to reinforce learning following each weekly lesson and integrate languages into the daily life of the school. The 'Parcels' are available on Powerpoint files which are located on the school's network in the shared resources section. Worksheets and other assignments are used selectively to support work in lessons.

9. Scheme of work

We are using the County's approved scheme of work: The Catherine Cheater Scheme of Work for French and this is already in use across the whole of Key Stage 2 in order to provide the entitlement referred to above. Years 3 and 4 (covering the first two years of language learning) are used currently; the scheme for Year 5 (covering the third year of language learning) will be introduced in September 2011, followed by the scheme for Year 6 (covering the fourth year in language learning) in due course, when appropriate so that all four year groups will follow the scheme for their own year group.

The Scheme is based on the Key Stage 2 Framework for Languages and provides comprehensive lesson plans, resources and daily 5-10 minute practice 'Parcels' which can be used selectively. It provides clear guidance on teaching and learning strategies which build on good primary methodology and, above all, on good practice in literacy and oracy.

10. Resources

The scheme of work indicates suggested resources, including music CDs, DVDs ("Mon Ane" cartoon animations), PowerPoint presentations (eg. to support cultural aspects), songs, stories and 'finger rhymes', as well as resources already in school that can be used for practical activities. There are two Primary Languages Resource Discs, produced by the Northamptonshire Primary Languages Team, to support the Catherine Cheater Scheme of Work for each year. These include sound files for all the language needed so that the teacher can check his/her pronunciation. It is recommended that each teacher of MFL should have the relevant discs downloaded onto their laptop for easy access; the discs are also available in the shared resources section on the school's network.

Also supplied by Northamptonshire Primary Languages Team, for each year of the scheme currently being taught, is a Teacher Pack (containing flash cards, word and letter cards etc) and a Pupil Pack (comprising 15 zipped wallets containing small picture, word and letter cards for use in lessons). These are currently located in the year 3 and 4 classrooms.

We have sets of the story books recommended in the Scheme of Work; the Primary Languages Resource Discs contain PowerPoint versions of the stories, with sound files of native speakers reading them. There is a developing set of dual language books (French and other languages) available for loan from the School Library.

There is also a range of additional resources and these are currently located in class 10. A complete list of these resources has been circulated to Key Stage 2 teachers. Details of items borrowed should be entered in the MFL Resource book which is kept with the resources. An inventory of those resources is held by the MFL Coordinator and this is reconciled at the end of each term. There are 6 sets of 15 French/English 'Collins Easy Learning Dictionaries' which are kept in individual classes.

11. Assessment, recording and reporting

There is a pupil self assessment sheet for each term (10 lessons). These relate directly to the Catherine Cheater Scheme of Work and can be found on the resource disc for each year of the scheme.

The children's success is also celebrated both verbally (peer praise is encouraged in the target language) and with digital photos of the children accompanied by "can do" statements such as "I can say a finger rhyme".

12. Transition

Use of the Catherine Cheater Scheme of Work, in keeping with other primary schools and in accordance with county policy, provides a structure for informing secondary schools about children's prior language learning experiences.

13. Inclusion

A fundamental principle of this school and of the Key Stage 2 Framework for Languages is that language learning is for all children and is inclusive in approach. This is also built into the scheme of work, with great emphasis on encouraging pupils to participate, allowing them to speak when they feel confident enough rather than feeling a failure because they are not ready to.

14. MFL and Equal Opportunities

At Headlands Primary School, every child is valued. We aim to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion or disability. In all aspects of language teaching and learning, we ensure that all pupils are fairly treated and that there is no stereo-typing, eg. regarding gender or ethnic group. The curriculum taught will help prepare our children to become full and active citizens in an ethnically and culturally diverse society.

15. Contribution to Multicultural Education

The school celebrates its multicultural character and the MFL curriculum supports and reinforces this. Teachers recognise and value the different experiences that children of varying cultures bring to their learning and that of all other children.

16. Development Plan

A Development Plan has been drawn up with an over-riding objective of delivering the language learning entitlement referred to above to pupils in Key Stage 2. This will be primarily through the implementation of the Catherine Cheater Scheme of Work. Steps are also outlined to raise the profile of foreign language learning across the School.

Participation by staff and pupils in multi-cultural and language awareness activities is encouraged. In order to give pupils the opportunity to experience lots of French language and culture, events such as the Bastille Day celebration and the European Day of Languages will be supported. Links with other multi-cultural activities and events should be identified and explored.