

Modern Foreign Languages Policy

Ledbury Primary School



Approved by: Chantal Scholefield

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1. Aims

1.1 Intent

At Ledbury, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. At Ledbury, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. The curriculum is further enhanced by our commitment to Values Education (including British Values) and, through this, alongside our spiritual, moral, social and cultural development, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

Modern Foreign Languages promote an interest and curiosity about the wider world and a sense of European/international identity. Languages raise children's awareness of being a global citizen.

1.2 Aims of Modern Foreign Language teaching at Ledbury:

- develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages;
- communicate in other languages by speaking and listening, reading and writing;
- respect and understand other cultures, heritage and multilingualism;
- become involved in the international dimension of the school through the development of links with other countries;

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that

progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

In KS2 at Ledbury Primary School, children will develop their language skills with rhymes, stories, games and songs and will also be introduced to the written word. By the end of KS2 they will be able to communicate in French by speaking, reading and writing. Teaching and learning will involve repetition of language using a variety of methods, including games, songs and role play. Most importantly, we will use active learning to engage motivation. The use of ICT is a key part of Modern Foreign Language teaching. Teachers have the option to use video lessons with a native speaker to facilitate their lessons, as well as interactive games that will inspire and captivate our learners. A range of learning styles will be catered for during Modern Foreign Language lessons.

Planning takes the form of Long-term and Medium-term plans, created by the online platform Primary Language Network. This scheme ensures that the topics that the children study in French build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. Throughout Key Stage 2, French is taught through a combination of dedicated weekly language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines.

4.2 Values

At Ledbury our curriculum is underpinned by the values that we hold dear, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

4.3 Extra-curricular Activities

At Ledbury, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including trips and visitors specifically linked to MFL.

4.4 Contribution to other subjects and areas

English

The learning of another language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the different word types in sentence structure.

Mathematics

Children reinforce their time-telling skills by learning how to tell the time in the foreign language and playing time-related games. We play number games too. These games reinforce their counting and calculation skills. Learning how to give the date in the foreign language expands their understanding of date. They also have the opportunity to increase their knowledge about money.

Relationships, sex and health education and citizenship

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general. In addition, the children are learning understanding, empathy, tolerance and respect for cultures different from their own.

Spiritual, moral, social and cultural education

By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which the language is spoken.

Native speakers are invited into our school to share cultural information. We also have good resources, e.g. Our Primary Language network scheme of work and Mr Innes' YouTube channel which convey aspects of the society and culture.

Geography

Children research aspects of the countries where the target language is spoken. They relate their own country's location to that of the foreign country and look at the transport links between them. Older pupils learn the names of European countries in the target language and this reinforces their geographical knowledge of Europe. They learn about the climate and geographical aspects of the country.

Music

Music and rhythm play a large part in our delivery of MFL, aiding children in their acquisition and retention of vocabulary. We also teach traditional and modern songs in the target language. All of this helps them to develop a sense of rhythm and an ear for melody.

History

The children learn about significant events in the history of the country of the target language (e.g. Bastille Day). They also consider the linguistic influence of invaders (e.g. Latin brought by the Romans, Germanic language brought by the Saxons, etc.)

Science

The children reinforce their knowledge of parts of the body through related games and songs. They also learn the names for animals and their habitats in the target language.

PE

Many of the games we use when teaching the children MFL are very active games that require fast reactions. For example, responding to a question when a ball is thrown to them (and catching the ball), or playing the French version of 'Simon Says'.

Computing and ICT

Many of our resources for teaching are used on the interactive whiteboard. We use Primary Language Network which provide many interactive activities for the children as well as attractive visual aids to learning. Pupils are also encouraged to make use of these resources independently, at school or at home. Pupils also use word processing and art tools to produce labels in the foreign language, for example, labeling classroom items or rooms at home.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Assessment

Continuous assessment for learning combined with an end of unit task e.g., recorded piece of work, whole class quiz or practical task, supports our final professional judgement which is then recorded on a foundation spreadsheet to be passed to the next class teacher and for monitoring purposes.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader responsible for MFL. At every review, the policy will be shared with the full governing board

8. Links with other policies

This policy links to the following policies and procedures:

- Spoken Language Policy
- Writing Policy
- Reading Policy

- Assessment Policy
- Marking Policy
- SEND Policy
- Basic Skills Policy
- Pupil Premium
- Equality information objectives