

Modern Foreign Languages Policy

'Learning and growing together: inspired by the love of Jesus'

Our Mission Statement lies at the heart of all that we do and helps us to define our sense of direction and purpose.

Our curriculum is designed around what makes a Catholic school distinctive and reflects the key areas identified by The Bishop's Conference of England and Wales 2014. These include:

- The Search for Excellence
- The Uniqueness of the Individual
- The Education of the Whole Person
- The Education of All
- Moral Principles

Intent – How is the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment?(Ofsted Handbook 2019)

The curriculum for science has been set in light of the requirements of the National Curriculum:

Purpose of study

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.

Aims

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

- **understand** and **respond** to spoken and written language from a variety of authentic sources
- 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**
- 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

At St. Aidan's we want all of our children to be **excited** by learning a language and **enjoy** their lessons. Our children should realise that language is diverse, surrounds us and is not limited to local experiences. We want our children to be able to **participate** fully in a **modern** Europe and

wider world where they may meet others who do not speak the same language. We want our children to know that there are many different **careers** that could be built on being multi lingual.

The curriculum has been **planned** as a clear framework that guides teachers and children through weekly objectives that have been **sequenced** to ensure knowledge, skills and understanding are retained and remembered.

Implementation - Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise; Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.(Ofsted handbook 2019)

MFL Curriculum Planning

At St Aidan's Catholic Primary School we use the current National Curriculum as the basis for our curriculum planning in MFL which is supported by the scheme of work from Language Angels (<https://www.languageangels.com/schools>) Our long-term and medium-term plans, give **details** of each area to be taught for each term or half term.

It is the MFL subject lead's responsibility to ensure children have the opportunity to build upon **prior learning**, which is taught and developed through the whole school progression map for The subject.

EYFS/ Key Stage 1

We would expect teachers in EYS and KS1 to engage in our 'school language' through games and activities on a regular basis to give the children a good grounding and preparation for the delivery of a planned curriculum in KS2.

We know that

Key Stage 2

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop **solid foundations** in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability **to understand** what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language

works and explore the similarities and differences between the foreign language they are learning and English. We will also help **strengthen** their sense of identity through learning about culture in other countries and comparing it with their own.

At St Aidan's, we know that effective teaching of this subject requires **expertise** and **knowledge** on the part of the teachers. We commit to engaging with training where available for all staff and for the subject leader to remain a point of help and advice.

We use questioning and evidence within the science book to **check** childrens' understanding and deeper learning. We look to be persistent in asking children to **remember** what they have learned. **Feedback** in the science book will be positive and formative in developing key skills, knowledge and understanding.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. 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.

Impact - Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Assessment and recording

The impact and measure of this, is to ensure that children at St. Aidan's Catholic Primary are equipped with skills and knowledge that will enable them to be **ready** for the curriculum at Key Stage 3 and for life as an **adult** in the wider world.

We want the children to have thoroughly **enjoyed** learning Spanish, therefore encouraging them to undertake new life experiences now and in the future.

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key

language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of the topic **after** the unit is taught.
- Summative assessment of pupil discussions about their learning.
- **Interviewing** the pupils about their learning (pupil's voice).
- Through book **scrutinies** and **learning walks**.
- **Marking** of written work in books and how this **reflects** the planned programme **faithfully**.

We are moving towards a clearer picture of what age related and greater depth will look like in the primary phase.

Resources

We have a wide range of resources to support the teaching of Spanish with the Language Angels scheme of work. Staff are responsible for informing the MFL coordinator when extra resources are needed.

Monitoring and review

Our MFL leader monitors this subject through scrutiny of books or examples of work for each year group, observing lessons/learning walks and through pupil voice feedback. This monitoring will reflect the 'deep dive' methodology applied to other subjects by senior leaders. It is also the responsibility of our science leader to support colleagues in the teaching of MFL where and when applicable.