



Modern Foreign Languages Policy

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Our Mission Statement

At Holy Cross, we are very proud of our school motto and our Catholic ethos; **Loved, Valued, Challenged.**

Loved: We love one another as Jesus taught us – our friends, our families and those who we may never meet.

Valued: We value everyone – everyone is important; pupils, staff, parents, governors, and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged: We challenge each other – not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others’ needs and challenge each other to be better people.

Our Vision

At Holy Cross, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ, which envelopes the life and lives of everyone and everything in our school. It is through Christ’s message of love and forgiveness that the children, staff, both teachers and ancillary, parents and governors, preserve the essential Catholic ethos of the school.

The school aims to provide a challenging curriculum that reflects our philosophy, broadly balanced and relevant, and to support the development of the whole child to his/her full potential. At Holy Cross, everybody matters, therefore we encourage all to show respect to each other and the environment.

Introduction

The policy has been drawn up following staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the MFL Co-ordinator.

“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.”

Statement of Intent

The core language taught at Holy Cross is French. Our planning is based on the ‘Language Angels’ scheme of work. The intention of our French curriculum is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating.

We intend to provide a language education that will foster our pupils' curiosity and deepen their understanding of the world. Our French teaching will enable children to express their ideas and thoughts in another language and to understand and respond to its speakers both in speech and writing. It is our intention, that by our language teaching, our children will be inspired to learn further languages in Key Stage 3 and beyond with the knowledge that our children leave in year 6 to attend a number of secondary schools, one of our teachers offers an after-school club teaching Spanish.

Rationale for Teaching Languages at KS2

Rationale for Teaching Language at KS2

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. All KS2 children are to learn a language other than English. At Holy Cross we believe strongly in the benefit of this and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6). Foundation Stage and KS1 children (Y1 and Y2) will receive language teaching as an incidental subject, although we encourage and support a whole school approach.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience.

The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Language learning stimulates children's creativity Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports oracy and literacy Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning leads to gains across the curriculum Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

Language learning supports and celebrates the international dimension. Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language.

This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

Our Aims

Our aims of teaching MFL are for children to:

- foster an interest in learning another language;
- experience another language in a way that is enjoyable and stimulating;
- familiarise themselves with the sounds and written form of a modern foreign language;
- develop speaking and listening skills;
- gain enjoyment, pride and a sense of achievement;
- explore their own cultural identities and those of others;
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Approach to teaching

Approach to teaching

We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning ABOUT language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language.

The lessons are delivered by the class teacher or PPA cover teacher, with support from the MFL Subject Leader.

KS2 children should be taught at least 30 minutes of MFL per week. The split of teaching time is flexible, as long as the curriculum expectations are met (for example many classes will choose 1 hour per week).

Lesson Content:

The French lessons are to include:

- learning French vocabulary

- asking and answering questions
- teaching of basic French grammar and spelling patterns
- playing games and learning songs
- researching and learning about life in France
- beginning to write phrases and sentences in French
- an introduction to French phonics

French should be included in whole school occasions e.g. Christmas celebrations, where possible French will be evident in displays that relate to the children's learning. Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

'Incidental' Language

Languages are part of the day to day life of the school. For example, teachers may use French to give simple classroom instructions ('come in quietly', 'entrez en silence'; 'listen', 'écoutez'; 'look', 'regardez'), to ask questions ('who wants school dinner?', 'qui veut un déjeuner?' ; 'what's today's date?', 'quelle est la date aujourd'hui?') or to take the register, and to give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free, real-life contexts.

MFL Curriculum Planning

30 minutes of MFL teaching a week is now a statutory National Curriculum requirement for KS2 children (as previously mentioned this can be 'blocked' for example 1 hour per fortnight). Primary Language learning is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages.

Assessment for Learning

Language Angels assessment process is specially designed for primary schools, providing the assessment criteria in an easy-to-apply format to fit the programme content. Children are assessed at the end of each teaching unit. The assessment criteria meets the KS2 National Curriculum standards and effectively shows pupil attainment and progression throughout the modules. Using the Language Angels system of assessment, teachers are reassured that they are assessing accurately in all four skill areas.

The Foundation Stage and KS1

A whole school approach to MFL is desirable. Although languages are optional for the Foundation Stage and KS1, at Holy Cross, teachers are greatly encouraged to start introducing MFL. Our Infant children receive MFL teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum.

Infants may take part in any activities – and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating, and inclusive and also develop other literacy skills. Across Foundation and KS1, the children are taught basic French as a basis for their time in KS2.

MFL and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject. Our principal aim is developing children’s knowledge, skills, and understanding with a heavy focus on fun and enjoyment. MFL is taught to all KS2 children, whatever their ability and individual needs and is tailored to meet these needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Opportunities are provided to enable all pupils to make good progress, including children identified as having special educational needs or disabilities and children who have English as an additional language (EAL). The Language Angels scheme of work facilitates inclusion.

EAL

We promote the diversity of languages at Holy Cross. Children with EAL are encouraged to share their home languages and cultures for us all to celebrate. These children help us to develop a rich and diverse curriculum.

Equal Opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected, and challenged regardless of race, gender, religion, social background, culture or disability.

Monitoring and Review

Monitoring of the standards of children’s work and the quality of teaching in MFL is the responsibility of subject leader, supported by the Head Teacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for MFL in the school. The named governor responsible for MFL meets regularly with the subject leader in order to review progress.

Other Language Provision

Our children leave in year 6 to attend a number of secondary schools where they may be offered a range of languages. With this in mind, after-school provision is offered by a member of staff giving children the opportunity of being introduced to Spanish. An international food day is held annually with each of the school’s seven classes exploring a different country. This includes exploring the geography, culture, traditions and languages of each country as well as the food of each country. Across the curriculum, many countries are explored as the children progress across the key stages.