



Ashton West End Primary Academy

Modern Foreign Languages Policy

Vision:

In our multicultural and eco- friendly school, we celebrate differences and encourage mutual respect. We support each other and our community to work together and take pride in the things we do. We demonstrate perseverance, inclusion and respect. Everyone is welcome!

Mission Statement:

‘Today I am proud of my school,
tomorrow my school will be proud of me.’

Intent

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
 - joint/team planning
 - discussion with colleagues, subject coordinators and SLT
 - Staff training at school
 - Team teaching lessons
 - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.

(Next view date: July 2024)

Aims and Objectives:

The National curriculum aims for Modern Foreign languages are:

- 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 learned
- discover and develop an appreciation of a range of writing in the language studied.

Teaching and Learning:

We base the teaching on the guidance material in the National Curriculum for modern foreign languages. We have adapted these to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, some of which are interactive, role-play and songs (particularly action songs). We emphasise the listening and speaking skills in Lower Key Stage 2 over the reading and writing skills which are emphasised further in Upper key Stage 2. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative. We use Language Angels to deliver the French curriculum.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- present ideas and information orally to a range of audiences.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

- describe people, places, things and actions orally and in writing.
- 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.

Curriculum Planning:

We recognise that MFL is a subject in the National Curriculum. The school uses the National Curriculum aims and objectives for MFL as the basis for its curriculum planning. Our long-term school overview shows the coverage of the MFL aims and objectives for each year group. Using the national curriculum, the subject leader has used the scheme of work on Language Angels.

Contribution to the other curriculum areas:

English

Our MFL lessons contribute to the reinforcement of noun/ verb agreements and sentence construction, learning that sentence construction can be different to English when speaking, reading and writing in another language. We also emphasise the importance of writing in the correct tense for the context. The children begin to use adverbs to describe actions. We extend our understanding of using adjectives to extend sentences using expanded noun phrases and conjunctions to join sentences together. Children use their knowledge of dictionaries to locate the meanings of unfamiliar words. The children read familiar stories in French and begin to recognise the written as well as the spoken word. Speaking and listening activities encourage the children to generate simple sentences to communicate with each other and in small groups.

Maths

The children are taught to count in French and can recognise and understand, orally and in writing, numbers to at least 100. They can use the four operations to complete simple maths sentences. Children learn to tell the time, showing an understanding of a.m. and p.m. and the importance of the 24 hour clock as is used more commonly in France. They learn how to write the date.

Science

The children are taught the names of some fruits and vegetables and how to grow these, linked to their Science work. Using their vocabulary, they can generate menus to show a healthy, balanced diet and state which foods they like, dislike and prefer. Children are taught the names of living things such as mammals, birds, trees and domestic pets.

Children can discuss the weather and which weather they associate with which season. They can explain which months of the year are associated with which season.

Children explore the solar system and can construct simple sentences about the planets.

History

In Upper Key Stage 2, the children investigate World War II and the Vikings. In Lower Key Stage 2, the children learn about the periods from the Stone Age to the arrival of the Romans

Geography.

Children are taught the names of the countries of the United Kingdom and countries in Europe and can identify these on maps and from their flags. The children are taught the names of the continents and some of the countries in those continents and can write sentences about them, using an atlas to locate them. They are aware that there are other countries in the world, other than France, where French is the first language and are beginning to understand why. We learn about features of towns and cities.

Music

We use songs to reinforce the language such as for body parts, days of the week, numbers, colours and the seasons.

Computing

Computing is an important element of our MFL curriculum. The children have the opportunity to listen to native speakers and help them to pronounce their words correctly. We use interactive activities to support their learning.

R.E.

We investigate how different religious festivals are celebrated and compare those to how we celebrate, for example Christmas, Ramadan, Hanukkah and Easter.

P.E.

Children learn the names of different sports and how these are played and their popularity in France. We can compare their popularity to the sports that the children are familiar with.

Art

Children use their knowledge of vocabulary to create their own artwork and then label or write short descriptions in French.

PSHE and Citizenship

Through the teaching of a foreign language, the children compare the similarities and differences of the French way of life to theirs. They learn about festivals and celebrations and how other people take part in these. They become more aware of what people do for entertainment. They can ask and answer questions about their well being.

Inclusion:

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers 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 SEN
- Pupils with English as an additional language (EAL)

Teachers 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. At Ashton West End Primary Academy, all children are involved in MFL lessons, whatever their ability, experiences and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through a range of teaching and learning approaches, we enable all children to access the MFL curriculum. We strive 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, and we take all reasonable steps to achieve this. For further details see the SEND policy. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils.

Legislation and guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

Assessment for learning:

We assess the children in order to ensure that they make good progress in this subject. This is done informally during the lessons in order to evaluate what the children have learned. We also track the children's progress using Target Tracker.

Assessment, as recommended by the DFE, is in these key areas:

- listening and responding;
- speaking;
- reading and responding
- writing

Assessment for learning

Overview:

At Ashton West End Primary Academy, we believe that assessment of pupils' progress in French is necessary if we are to meet our objectives of engaging pupils in programmes of activity which provide progression and continuity of learning.

Ongoing teacher assessment has always been an integral part of good practice and is used to inform future planning. Pupils in years 3-6 record the development of their knowledge, skills, observations, planning and evaluations in their French folder once-per-week, over the course of the academic year. Progression between year groups should be clear. Teachers mark each completed piece of work and use the portfolio to assess whether a pupil has achieved expected standard. Furthermore, we also assess the children's progress using Target Tracker. As part of this process, teachers assess pupils' work against a series of statements that a pupil working at expected level will achieve. This process is repeated for each individual pupil.

Types of Assessment

Formative – assessment for learning – allows the teacher to see what the child knows, understands, and can do.

Summative – assessment of learning – records overall achievement of the child.

Diagnostic – identifies areas of strength and weakness.

Evaluative – allows teachers and school leaders to see the effectiveness of teaching in terms of performance.

Formative Assessment

Formative assessment involves:

1. Evaluating pupils' level of knowledge.
2. Setting explicit learning objectives.
3. Sharing learning intentions and success criteria with pupils.
4. Questioning effectively.
5. Pupils evaluating their own and peers' performance against success criteria.
6. Teachers and pupils reflecting and reviewing performance and progress.
7. Effective oral feedback to inform pupils what they should do next.
8. Children responding to feedback.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Learners use the success criteria given as part of the teaching process to make judgements on their own, and peers, learning and identify areas for development – next steps.

Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are

not impacting on progress. The assessments are recorded on the planning sheets and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

Assessment for Learning – Formative Assessments

The skill, matter or process objectives are made explicit in all planning. Assessment opportunities (described above) form the basis of the planning for learning for the next lesson. Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly revising planned learning.

Assessment of Learning – Summative Assessments

At the end of a unit of work, summative assessments are made about each child's achievements throughout the unit. These achievements are assessed against objectives from Target Tracker. Strengths and areas for development are identified and this informs future learning of the skills matters and processes for the next unit of work. Then at the end of each year a summative judgement is made as to whether individual children are working towards, within, or have mastered their year group expectations in Art and French. This is reported to parents in the end of year report.

Resources:

We use interactive activities from Language Angels. Children complete activities from the scheme and compile a folder of their work.

Resources are audited on a regular basis to meet the needs of the curriculum.

Roles and responsibilities:

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 targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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

The Principal: The principal 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
- 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

The subject leader:

My role in this subject area is to support colleagues in the planning and delivering of this subject. Ensuring that the National Curriculum is being used in the planning of this subject and progression is evident. Providing resources to support effective teaching, in the form of Language Angels. Partnership teaching to support colleagues.

Monitoring and review:

The subject leader will monitor teachers' long term plans to ensure that all of the MFL objectives are being covered. Lesson observations and lesson drop ins will be undertaken to ensure high-quality delivery and to ensure that the planning is being implemented in the classroom. Discussions with the children about their learning. Target tracker – reviewing that teachers are completing the relevant objectives for the children in this subject of the curriculum.

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