

# St Agnes Academy

## Modern Foreign Languages Policy



Policy Written by: Caroline Cross

Policy Consulted on with: Staff and governors

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## **Introduction**

This policy sets out the aims of Modern Foreign Languages and how it is taught, assessed, and reported on as well as the roles and responsibilities staff have in ensuring that these aims are fully met. The Modern Foreign Language taught throughout Key Stage 2 is French.

The subject leader for Modern Foreign Languages is Caroline Cross and has written this policy in consultation with staff and governors.

This policy should be read alongside the following policies: Feedback and Marking, Homework, Subject Leadership, Health and Safety, Educational Visits, SEND, Equality and Diversity and EYFS.

## **Intent**

Through our MFL curriculum for French, we aim to inspire a positive curiosity and genuine interest in the world around them, different cultures and foreign languages. We want our children to understand the relationship between language and identity and respect and celebrate cultural diversity.

We want our children to be able to listen, speak, read and write in French so that they can communicate effectively and comprehend others.

We intend to meet all the aims of the national curriculum for all of our children and develop a life-long love of languages.

## **The National Curriculum for languages 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 authentic writing in the language studied.

## **By the end of key stage 2, pupils should be able 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.

## Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2 which will be taught by class teachers.

Language Angels forms the basis of our curriculum delivery, however it is essential that teachers are guided by formative assessment, adapting when and where necessary to meet the needs of all our learners.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers use a **Progression Map** and **Grammar Grid** to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

The school has a **unit planner** in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extended writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

The whole school overview for French can be seen below:

St Agnes Academy		Curriculum Overview - French				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Phonetics lessons 1 - 2 (C)	I'm Learning French (E)	Animals (E)	Colours and Numbers (E)	Fruits (E)	Ancient Britain (E) Or I Can... (E)
<b>Year 4</b>	Phonetics lessons 1 - 2 (C)	Vegetables (E)	Musical Instruments (E)	Do You Have A Pet? (I)	Presenting Myself (I)	In the Classroom (I)
<b>Year 5</b>	Phonetics lessons 1 - 3 (C)	What Is The Date? (I)	The Weather (I)	Habitats (I)	Olympics (I)	Family (I)
<b>Year 6</b>	Phonetics lesson 1 - 4 (C)	At School (P)	The Weekend (P)	World War II (P)	Regular Verbs (P)	Me In The World (P)

Key	
C	Core Vocabulary Unit
E	Early Language Unit
I	Intermediate Language Unit
P	Progressive Language Unit

We use Duolingo for regular short burst practise and songs, and extracts from French literature to enrich our children's experience as well as additional experiences such as food tasting.

### Impact

At St Agnes Academy, we have 3 measures of curriculum impact, all of which are essential in ensuring that our children make excellent progress, are ready for the next phase in their learning journey and are well-rounded, thoughtful and responsible individuals.

Our 3 measures of impact are:

1. What we learn (developing our children's knowledge and understanding)
2. Who we are (developing character, a sense of belonging and responsibility)
3. How we behave (developing our children as self-aware, successful learners)

Our children will be confident in their ability to communicate and comprehend in French. They will be proficient in pronunciation, grammar and vocabulary to enable them to speak, listen, read and write in French.

Our children will have a passion for languages and will have developed a curiosity of different cultures, traditions and ways of life and be able to compare them to their own.

Using Language Angels as a starting point for our teaching in French, will ensure good progression and attainment and will give our children the foundations necessary for continuing study at secondary school.

Through learning a modern foreign language our children will build confidence in speaking and listening, resilience and the ability to work successfully with others through paired and group learning.

### **Assessment and Reporting**

Learning reviews are carried out at the beginning and end of each unit to assess prior learning and identify any gaps that need addressing. Assessment drives the learning not the scheme and teachers should use these reviews to adapt planning and teaching activities. Children also use self-assessment grids to review their own learning and identify their own targets.

Formative assessment is used to guide the progress of individual pupils in MFL. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and the next stage in her/his learning. Formative assessment is carried out by the teacher within and after the lesson using a variety of techniques such as:

- understanding checks within the lesson
- focused activities to check skills before application
- discussion
- observation

Formative assessment should lead to feedback which enables the child to develop and move forward.

Summative judgments are made at the end of a unit of work and used to inform future teaching and learning.

French is reported on during parent consultations and in the end-of-year reports for KS2. Judgements are made on effort, progress, and attainment.

Marking and feedback is given in line with the school's Feedback and Marking Policy.

### **Planning**

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each term.

Teachers will identify the learning objective for each lesson on their year group's medium-term plan. This helps to identify links between subjects.

### **Professional Development**

The MFL lead receives termly training through the Kernow Learning Curriculum Leader meetings.

Regular staff training led by the subject lead improves the quality of teaching across the school and focus on areas identified through monitoring activities.

Regular Subject Leader Release sessions, allow subject leaders to develop their own subject knowledge and monitor and strengthen curriculum and teaching and learning in their subject.

Subscription to Language Angels supports the MFL lead in gathering assessment data and monitoring achievement in French.

### **Resources**

The school has a subscription to Language Angels and every teacher has their own log in for the programme. Every lesson has a teaching PPT with accompanying activities and worksheets.

Each year group also has a set of reading books in French to consolidate and enrich the learning.

### **Home Links**

Parents are informed of their children's learning in French through curriculum overviews sent out at beginning of year in each year group. These can also be found of the class pages.

On the school website, the French subject area gives an overview of each unit along with the intent, implementation and impact of our French curriculum.

French is also reported on to parents during parents' meetings and in the end of year report and parents can view their child's learning in French during Parent Open afternoons.

### **Roles and Responsibilities**

#### **Senior Leadership**

The SLT are responsible ensuring that the school's curriculum is coherent and challenging and that subject leaders are confident and effective in leading their subject. The leader for curriculum and teaching and learning is Emma Lawton (Deputy Head Teacher)

#### **Subject Leader**

The subject leader for Modern Foreign Languages is Caroline Cross.

It is the role of the subject leader to:

- Provide a coherent subject curriculum
- Monitor and evaluate the impact of their curriculum
- Monitor the quality of teaching and learning in their subject
- Provide training and support for colleagues
- Ensure that the subject is appropriately resourced
- To keep up to date with local, regional and national developments in their subject area

For additional information on subject leadership please refer to our Subject Leadership policy.

#### **Teachers**

It is the role of teachers to:

- Adhere to the guidance set out in this policy
- Teach the subject with passion and enthusiasm
- Uphold high standards of presentation
- Provide opportunities with the subject to practise basic skills (reading, writing, maths)

- Provide feedback that helps the child to move forward
- Look after and return resources after use
- Seek advice and support from the subject lead when necessary
- Participate in training opportunities to improve practice
- Ensure that behaviour for learning leads to successful outcomes
- Plan schemes of work which ensure progression
- Create medium term plans that detail the key objectives

### **Monitoring and Evaluation**

An action plan will be created in the Autumn term which is reviewed in both the Spring and Summer terms. The Action Plan is created using evidence gathered during monitoring activities.

The French curriculum will be reviewed throughout the year to ensure it is meeting the needs of the school.

Informal discussions will be had with staff and pupils to understand the impact of the French curriculum and teaching along with pupils' attitudes towards the subject.

Work sampling will take place to find out if there is good coverage of the curriculum in each year group and that there are high expectations for all our children.

Regular subject leader release allows the MFL lead to both monitor the effectiveness of the MFL curriculum and to develop their own subject knowledge and expertise.

### **Equal Opportunities and Inclusion**

At St Agnes Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Teaching a Modern Foreign language is an essential way to promote positive attitudes towards cultural diversity. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Children with SEN are actively encouraged to participate fully in French lessons with the necessary support. Work is differentiated by the teacher as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task. We avoid gender stereotyping when organising into groups and assigning activities. We consider the differences of religious and cultural beliefs by highlighting the different religious festivals in the target language countries.