



Benthal Primary School

Modern Foreign Languages Policy

Approved by:	Chair of Governors
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Review date:	April 2026

Modern Foreign Languages Policy

1. Aims

- 1.1 In our school, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We also seek to develop our curriculum so that teaching a foreign language is a normal aspect across the entire school, from EYFS and KS1 into the statutory requirement in KS2.
- 1.2 We aim to promote the early development of linguistic competence and an understanding of other cultures. We believe that to accomplish this, we should help the children to do all of the following:
- familiarise themselves with the sounds and written form of a modern foreign language;
 - begin to understand a new language, and communicate in it through written and spoken work;
 - make comparisons between languages;
 - learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
 - develop a positive attitude towards the learning of foreign languages in general;
 - Have the opportunity to use their verbal language skills through a visit to another country and familiarise with a different school culture.
 - use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
 - acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

2. Organisation

- 2.1 We teach a foreign language to all children throughout Key Stage 2. Spanish is taught to children in years 3, 4 5 and 6 as part of the timetable in lessons of approximately 45 minutes. The language is taught by a language specialist and followed up by the class teacher. We consider this to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning.
- 2.2 In addition Year 1 and 2 also receive weekly Spanish lessons, although this is not statutory it does lay the foundations for solid foreign language acquisition once in KS2.
- 2.3 Spanish is also evident in the Early Years classroom and is incidental through naming days/ months of the year, singing songs etc over seen by the teaching teams.

3. The curriculum

3.1 Spanish is the modern foreign language that we teach in our school.

The curriculum that we follow is based on the guidance given in the Key Stage 2 Framework for Languages and the Federation of Hackney Schools scheme of work at key stage 2.

3.2 We teach the children to know and understand how to:

- ask and answer questions; use correct pronunciation and intonation;
- memorise words; interpret meaning;
- understand basic grammar;
- use dictionaries; work in pairs and groups to communicate in the other language;
- look at life in another culture and read and write simple words and basic sentences.

4. Modern foreign languages and Inclusion

4.1 At our school, we teach a modern foreign language to **all** children, whatever their ability.

A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment in each year group at key stage 1 and 2 against the National Curriculum Language Ladder and the Hackney Education own assessment criteria allows us to consider each child's attainment and progress against expected levels in Spanish.

4.2 **Adaptive Teaching-** Through adaptive teaching, use a range of materials and strategies that will enable pupils to achieve expectations while maintaining a culture of high expectations.

Through adaptive teaching provide support with introducing new learning and balance this with securing previous knowledge.

4.3 **SEND and Inclusion**_When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

(see separate SEN policy)

- 4.4 More serious intervention may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the modern foreign language.
- 4.5 For pupils that have Spanish as their home language the specialist teacher uses their expertise within the lesson. The specialist teacher also adapts the lesson in order to add challenge for those individual pupils.

5. Assessment for learning and Achievement

- 5.1 The children are assessed continually throughout the year with the specialist teacher giving feedback orally, through marking and through talking to individual children.
- 5.2 Children are encouraged to give constructive feedback in order to improve their own and each other's work.

6. Resources

- 6.1 A list of useful websites has been put onto shared files and is used in all classrooms. There are books in Spanish, music CDs, CD ROMs, games, talking books, objects and artefacts, posters and DVDs. Teachers are made aware of what resources are available and are free to use them whenever they want.
- 6.2 Every class in KS2 has a Spanish display focusing on the current theme of learning

7. Role of the MFL Lead, Management and Training

- 7.1 The MFL leads main responsibility is to promote the school's vision and ethos by ensuring that the teaching and learning of a foreign language is delivered consistently and to a high standard across KS1 and KS2. Also, use strategies to enable all learners to participate and enjoy learning a foreign language.

The MFL Lead will:

- Organise whole school initiatives and events to promote the learning of a foreign language as a key priority
- Attend regular forums and training provide by the local authority
- Work with consultants and agencies to provide relevant learning experiences
- Manage a budget and other resources effectively
- Provide a report to SLT and Governors each term to evaluate impact and the effectiveness of provision

Teachers have access to training in the teaching of MFL through:

- Staff meetings- to share expertise
- Use of specialist teachers for support
- A range of courses which the MFL co-ordinator makes staff aware of.

8. Monitoring and review

- 8.1 The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping them informed about current developments in MFL, updates the school plan and writes a review each year of progress made.
- 8.2 The governing board are kept informed of developments in MFL.
- 8.3 The leader will liaise with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education. The MFL leaders from the local partnership schools regularly meet to discuss current initiatives and to share ideas and resources.

9. Annual Trip to Spain

- 9.1 In the Spring term a group of year five children along with the MFL coordinator and other members of staff travel to Madrid to visit our link School 'Raimundo Lulio' during the morning and in the afternoon take part in cultural activities.

10. Link school visit

- 10.1 Each year in June our link school from Madrid visits Benthall School in the mornings and also takes part in cultural activities in the afternoon.

11. Spanish week

- 11.1 Each year Benthall School will celebrate Hispanic Language and culture. Each year group will explore an aspect of Hispanic culture and invite the remaining year groups to visit and take part in any devised activities. On the last day of the week a Spanish menu will be available for the children to try various Spanish dishes. On occasion Spanish workshops will take place, delivered by visitors from external institutions.

12. Pupils as Leaders

The MFL subject lead has identified pupils in each class with a flair/talent, or home speaker of Spanish. These children then ensure that the class teacher writes the date in Spanish and encourages other pupils to answer the register or questions in Spanish when not in MFL lessons.

13. Equal opportunities statement

The teaching of a Modern Foreign Language reflects the schools' SEND and equal opportunities policies. We ensure that every child in KS1 and KS2 has equal access to the Spanish curriculum regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religious or ethnic origin or home language.