



The Federation of Spixworth Schools

Modern Foreign Languages Policy

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in Modern Foreign Languages.

At The Federation of Spixworth Schools, our children will have an understanding and appreciation of the wide range of languages spoken across the UK and around the world. While our MFL curriculum will focus on two of these languages, we will equip our children with the building blocks needed to learn others in the future and to gain a better understanding of their own native language or languages. Learning in MFL will enable children to listen, speak, read and write with increasing confidence on a range of topics in the languages they are taught. In addition, they will have opportunities to find out about the countries and cultures in which these languages are spoken, thus broadening their horizons and promoting tolerance and respect for others.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: Languages programmes of study: key stage 2

This policy operates in conjunction with the following federation policies:

- Marking and Feedback Policy
- SEND Policy
- Equal Opportunities Policy
- Curriculum Policy
- All subject policies
- Curriculum Risk Assessment

Aims

The aims of The Federation of Spixworth Schools Modern Foreign Languages curriculum are that by the time pupils leave KS2, they will be able to:

- 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.
- Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Implementation

Key Stage One

Pupils in Key Stage One are exposed to modern foreign languages throughout their time at school. French and Spanish are taught for a term each as part of the enhanced curriculum, and children learn simple words, phrases and greetings in these languages, often through songs, rhymes and games, as well as finding out about the cultures associated with them. In addition, Makaton is taught for a term each year, enabling the children to begin to understand the purpose and benefits of sign language for communication. This exposure to different languages before the statutory curriculum begins in Key Stage Two sets the children up well for their future learning journey.

Key Stage Two

Pupils will 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 conjunction 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 delivery

Throughout the federation, MFL is taught as a discreet lesson and as part of cross-curricular themes when appropriate.

Teaching and learning approaches

The language taught will rotate between French and Spanish on a two-year cycle in order to ensure progression for all children, including those in mixed age classes.

Classroom teachers will utilise the following teaching methods:

- Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
- Relating aspects of the language being taught to pupils' existing knowledge
- Using a variety of learning activities, e.g. Powerpoints and interactive whiteboard materials, games, including interactive games (which pupils can access from home to consolidate their learning), songs & raps, differentiated desk-based consolidation activities
- Preparing tasks for pupils to complete individually and in groups

Planning expectations

- Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.
- Language Angels medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- Language Angels medium-term plans will identify learning objectives, main learning activities and differentiation.
- Classroom teachers are encouraged to collaborate and work together to ensure continuity between year groups, and that engaging lessons take place.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Classroom teachers have access to additional resources such as books, dictionaries and games, as well as online resources such as video clips.

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

- Wherever possible, the languages curriculum will utilise opportunities to establish links with other curriculum areas.
- English: Pupils will learn about how the structure of English is similar to and different from that of the languages they are taught, linking to the spelling, punctuation and grammar curriculum
- History: The history curriculum looks at global events and how these have affected modern life. Children learn about languages used in different places at different points in history, for example Ancient Greek, Mayan glyphs and Egyptian hieroglyphics.
- PSHE: In PSHE, pupils will learn about different cultures to expand their knowledge of the world and the people within it.
- RE: While studying RE, pupils will learn about the religions followed in different countries and how religious practices vary in other cultures. This includes discussion of languages that are important in these religions, for example those used in sacred religious texts.
- Geography: Pupils will learn about the physical and human geography of countries around the world, which includes discussion of the languages spoken.

Inclusion and equality of opportunity

- The federation is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
- The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the languages curriculum.
- Tasks are adapted to ensure pupils of all abilities are challenged.
- Reasonable adjustments are made by the subject leader in collaboration with the SENCO and other relevant members of staff.

Impact

Assessment and reporting

- Assessment and reporting in languages are carried out in accordance with the federation's Marking and Feedback Policy.
- Two forms of assessment are available at the end of every Language Angels unit:
- 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.
- 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.
- Assessment data is used to support feedback in end of year reports and at parents' evenings.

Staff training

- Staff are given access to training throughout the year through 'Language Angels'.
- Staff have the opportunity to receive support/training on any aspect of the curriculum from the subject leader whenever required.
- Links are made with the local secondary schools to ensure the curriculum approach is consistent.

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

- Moderation Exercises/Internal Standardisation – a comparison of children's work across classes and year groups
- Book Looks
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Whole-federation self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.

- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every 3 years by the SLT.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.