



# **FOREIGN LANGUAGES (FL) POLICY**

## **Foreign Languages Policy for St Mary's C.E.School**

**Approved by Curriculum and Standards Committee:  
Date of next review:**

**February 2017  
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# FOREIGN LANGUAGES POLICY

## **Introduction**

The principal language taught at St Mary's is French, although 'taster sessions' of other languages are given and an awareness of a range of languages is encouraged throughout the school. It has been taught in Years 3 – 6 for as an entitlement since September 2010. French is additionally incorporated in routine classroom language in Year 2.

When considering which language we would teach, a number of factors combined to make French seem most suitable. These included:

- existing expertise among staff;
- the level of support for French available in the Borough;
- available languages in Year 7 after transition;
- links with Orleans Park Secondary school (OPS children teaching French at St. Mary's)
- the annual Year 6 trip to France;
- pen-friend links with French schools.

This policy should be read in conjunction with the New Curriculum 2014 documentation which sets out in detail what pupils will be taught in different year groups as of September 2014.

## **Policy Statement**

For children at the primary level, learning a foreign language should be an engaging and rewarding experience, focusing on the joy of communicating in a variety of ways with many different people. We will strive to ensure children move to secondary school having fostered a natural curiosity for other languages and cultures, along with the drive and determination to communicate effectively across cultural and linguistic boundaries.

## **Aims**

We aim:

- to encourage positive attitudes toward the learning of a foreign language and a sympathetic approach to other cultures;
- to increase children's understanding of the way languages work;
- to develop children's ability, confidence and enjoyment in communicating in another language;
- to increase children's awareness of France and its culture;
- to promote the personal and social development of the child through encouraging children to work cooperatively, experience success and gain enhanced self-esteem;
- to develop children's ability to listen attentively and speak with confidence.

## **Teaching and Learning**

French is taught across Key Stage 2 in sessions of approximately 45 minutes per week, along with incidental use of the language where possible in these years and year 2.

We use a communicative approach in which all children can actively engage in meaningful tasks and where the target language is exploited as much as possible.

Greatest emphasis is given to listening and speaking, with reading and writing where appropriate.

Tasks and activities will:

- have clear achievable objectives
- be carefully planned and structured
- be practical, active and varied
- include small group and pair work
- promote self-esteem

Input from native speakers, including Foreign Language Assistants or parents, is welcomed where available. By looking at the culture of other countries, we aim to encourage children to consider their attitude to other cultures and to confront stereotypes.

### **Other Languages**

Teaching languages is an opening to other cultures. In order to promote Intercultural Understanding, the FL Coordinator will undertake to work with the wider community in order to embed an international ethos throughout our school - offering year round international activity within our curriculum - and to work towards achieving full DCSF International School Award accreditation.

### **Leadership and Management Roles**

The co-ordinator is responsible for:

- understanding the requirements of the subject
- preparing policy documents, curriculum plans, Schemes of Work etc. for the subject
- encouraging staff to provide effective learning opportunities for all pupils;
- collecting and auditing resources
- ensuring common standards and formats for recording and assessment
- communicating all developments in the subject, e.g. through staff meetings, distributing information, using notice boards
- organising and monitoring professional development in the subject
- producing annual development plans including costings and priorities which can help inform the school development plan
- liaising with relevant organisations regarding the subject, e.g. advisory teachers, inspectors, libraries
- organising and advising on the contribution of a particular subject to other curriculum areas.

### **Staffing**

The class teacher is responsible for timetabling to ensure that the languages entitlement is offered to all children in Key Stage 2. The FL Coordinator will ensure that the relevant sections of the Key Stage 2 Framework for Languages are covered during each half term. Where possible, only those teachers with degree-level or

equivalent knowledge of the taught language will deliver French lessons (the “French teacher”); the FL Coordinator will oversee the necessary timetable alterations to ensure this high-quality teaching can take place.

French teachers will use a balance of:

- teacher-prepared materials
- published resources
- software
- practical tasks
- visitors, e.g., parents, experts, etc
- occasional homework tasks.
- Learning opportunities provided by pen-friend links.

The French teacher is responsible for monitoring the progress of the children in their class and reporting this on an annual basis.

### **Planning**

Planning in Years 3 to 6 is based around the Key Stage 2 Framework for Languages, but many other resources are used to enrich teaching. Long, medium term and lesson planning is based on the above document, which is supplemented by extra material when appropriate. FL is taught as a discrete subject with occasional use throughout the week where possible (e.g. giving instructions). We also refer to London Borough of Richmond upon Thames’s “Language Structures: Part of Language Skills and Strategies” document when using daily classroom French. This is an agreed set of linguistic structures, devised collaboratively by borough primary and secondary teachers, to ensure a smooth transition between primary and secondary language teaching and learning.

### **The Early Years Foundation Stage and Key Stage 1**

Although the 2014 Modern Languages statutory entitlement in the primary curriculum applies only to Key Stage 2, we will strive to include languages in the Early Years Foundation Stage and Key Stage 1 during “creativity sessions”, subject to staffing and expertise.

### **Assessment and Recording**

The Borough’s Lingua Badge Award system has recently been updated to reflect the Key Stage 2 framework and will thus be introduced as our main means of assessment in upper Key Stage 2. The system is based on a format of Bronze, Silver and Gold levels. The Bronze level can be assessed after two years of language learning, the Silver after three or four years and the Gold level is aimed at the higher achieving children after four years. The children will be assessed in listening, speaking, reading and writing. It is possible that some children may meet a Bronze level in speaking before reading and writing – in these instances, awards can be given for individual strands. The child will receive a certificate for each strand and then the award badge when all strands have been met. The revised system has taken away the need for an end of Key Stage 2 test; children will receive awards as they are achieved throughout their learning in Key Stage 2. Further assessment will take place as follows:

### **Formative Assessment (short-term)**

Assessment is carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons.

### **Medium-term assessment**

This is planned into the work as discrete assessment opportunities every half term at the end of each unit. The assessment often takes the form of a short test or task and serves to show the teacher the extent to which learning objectives have been met. This is used to inform planning future lessons and activities.

### **Summative assessment (long-term)**

Teachers use their own assessment to inform school reports at the end of the year.

### **Assessment for Learning (AFL)**

Assessment for learning involves using assessment in the classroom to raise pupils' FL achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Effective assessment for FL learning will happen all the time in the classroom. It will involve:

- sharing learning goals with pupils
- helping pupils know and recognise the standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil can improve in comparison with previous achievements
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress
- pupils learning self-assessment techniques to discover areas they need to improve

### **Continuity, progression and standards**

The Coordinator will monitor the quality of teaching and learning. This will include:

- scrutiny of planning;
- quality of teaching through lesson observation and feedback;
- moderation of standards in children's participation in activities;

The Coordinator is responsible for liaising with other French teachers to develop both his and their subject expertise and for ensuring common standards in teaching, organising training sessions where necessary.

### **Inclusion**

Appropriate provision is made for all pupils to have access to French. Activities within the classroom are planned in such a way as to encourage full or active participation by all children irrespective of ability. Indeed, the oral nature of our approach often gives children who experience difficulties with written work a chance to succeed and gain self-esteem.

## **Equal Opportunities**

In FL lessons, staff will not assume that interests and skills in this area of the curriculum are predetermined by ethnic background, gender, ability, disability, social and cultural backgrounds and will not permit themselves or their pupils to be influenced by stereotypical behaviour.

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

## **Cross-Curricular Links**

As far as possible, the FL curriculum will provide opportunities to establish links with other curriculum areas:

### *Literacy*

Pupils are encouraged to use their speaking and listening skills to describe, command, request and interact. They are encouraged to develop their skills of writing to record new vocabulary and rudimentary text. Pupils will be asked to compare spelling rules in English and French, commenting on similarities and differences. As two languages that have been influenced (to different extents) by Latin, the children will learn to use their English spelling strategies to assist them with French vocabulary.

### *Numeracy*

Pupils are expected to use their knowledge and understanding of counting and calculation. Simple mental maths games can be adapted to reinforce French numbers.

### *Music*

Song and dance will frequently be used to reinforce new vocabulary and syntactical patterns.

### *Information and communications technology*

Pupils will use ICT to locate and research information. They may also use technology to communicate directly with French pen-friends.

### *Spiritual development*

Spiritual development is encouraged through reminding pupils of the wonder of the human race and its rich diversity, most notably culturally and linguistically.

## **Equipment and Resources**

<<Rigolo>> 1 and 2 is available for free on the London Grid for Learning.

A large range of songs, games and other activities for use on an interactive white board are stored as 'Favourites' on the school network under 'FL/Resources by theme'.

A collection of flashcards, audio, visual and software equipment is located in Workroom 2.

### **ICT**

Children use ICT in FL lessons where appropriate. The children have access to the internet to research other countries and languages. They have access to word processing, spreadsheet and database packages enabling them to present their work in a variety of ways. Each classroom is fitted with an interactive whiteboard enabling the teacher to use video and audio clips to enrich lessons. All classes in school have timetabled sessions in the ICT suite.

### **E-Safety**

When ICT is used in FL lessons, before every lesson the class teacher will remind children about how to use the internet safely and refer to the poster on display. They will monitor and report e-safety incidents in line with the AUP (Acceptable Use Policy).