

# **Moorside Primary School**



## **Modern Foreign Languages Policy**



## **MOORSIDE PRIMARY SCHOOL**

### **PURPOSE, VISION & VALUES**

#### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.  
We pride ourselves in being a caring school community where everyone is welcome.  
We strive to deliver an outstanding education for all our children.  
We help everyone to become caring and active citizens  
We encourage everyone to thrive and achieve their full potential.

#### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.  
We want to create new opportunities for everyone to succeed.  
We want to create a culture which broadens all of our horizons.  
We want everyone to be able to tackle the challenges we will face in an ever changing world.  
We want all of our children to effectively engage with each other and with our community.

#### **Our values**

##### **We all believe that**

Our local community deserves a school they can be proud of  
We are a caring community where everyone is welcome  
We all value, respect and support each other  
Our community has the right to be safe and healthy.  
Our children should have the chance to enjoy and be enthused by their time in our school

##### **We all work together to make sure that**

Everyone always tries their best and take pride in all that they do  
Everyone demonstrates good manners at all times  
Everyone respects each other and show consideration  
Everyone respects and cares for our environment and resources  
Everyone celebrates each other's successes and achievements

## **Purpose**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster children's' curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

## **Aims**

Our aims in teaching Modern Foreign Languages (MFL) are:

- To contribute to a broad and balanced curriculum for children.
- To promote positive attitudes to other languages, countries and cultures.
- To foster children's' curiosity about the world, in particular an awareness of Europe as a community.
- To provide children with practical language skills to enable them to express their thoughts and ideas, have discussions and ask questions in another language in both verbal and written form.
- To develop children's' knowledge of phonology, grammatical structures and vocabulary.
- To promote self-confidence and a desire in children to continue to be successful language learners
- To be able to write at varying length, for different purposes and audiences.

MFL teaching will focus on introducing three languages across the year (French, German and Spanish), in Key Stage Two to enable children to make substantial progress in their understanding and acquisition of the language throughout their time in school.

## **The place of Modern Foreign Languages in our curriculum**

The experience of learning and using a Modern Foreign Language makes a unique contribution to the curriculum by allowing children to explore the lifestyle and culture of other countries through the medium of their language. In doing so, children also reflect on their own lifestyle and culture as well as making comparisons. In addition, the learning of another language makes an important contribution to learning generally, teaching children to take note of the meaning and spelling of words, developing an awareness of sentence structures and using context to aid understanding. Learning a Modern Foreign Language also promotes social interaction within and beyond the classroom and an improvement of communication skills and mental recall.

## **Approach to learning**

The focus of study will be on practical communication, incorporating a balance of spoken and written language with a focus on vocabulary including greetings, colours, numbers and commonly used phrases.

Oral and aural work will expose children to the language spoken by a variety of people and in a variety of contexts. Games, rhymes and songs will be used to explore the patterns and sounds of language. Children will be encouraged to engage in conversations, asking and answering questions, expressing opinions and responding to others. They will increasingly speak in sentences to present their ideas and information orally to a range of audiences.

Children will be exposed to a variety of written texts in an additional language to broaden their vocabulary and develop their ability to understand new words which are introduced. They will learn to

use bi-lingual dictionaries confidently to support their learning. They will increasingly be able to write phrases from memory and adapt these to create new sentences to express themselves.

Grammatical rules will be studied, including masculine and feminine forms, and the basic conjugation of high-frequency verbs, so that children are able to apply this understanding to build more accurate sentences.

### **Teaching, learning and assessment**

We use a variety of teaching methods in our lessons and continuously adapt to the range of learning styles our children have. We believe in whole class teaching methods where appropriate and use a group teaching model to meet the needs of our children, where every child has the opportunity to access the learning objective with various means of adult support, differentiated learning activity, visual prompts, physical aids and key vocabulary mats. We encourage children to ask as well as answer challenging and higher order questions linked to other languages, countries and cultures.

Effective assessment for learning ensures all children are challenged and supported appropriately and the grouping of children remains fluid. All children are assessed against the knowledge and skills from the National Curriculum which have been split up in to individual year groups to ensure progression throughout a child's school journey. Assessment in Modern Foreign Languages is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning.

At Moorside, we assess the 'whole child' and therefore do not assess a children's understanding and ability based only on their writing standard. We encourage our children to talk with enthusiasm and confidence about a particular lesson, task or a linked learning experience.

### **Modern Foreign Languages planning**

We use the National Curriculum for Key Stage Two as our main curriculum guidance. We have used this document to form our long term and medium term plans ensuring there is both coverage and progression of key skills, knowledge and understanding throughout Key Stage Two with regards to teaching an additional language.

The medium term plans focus on specific skills for use in short term planning and we encourage staff to adapt these to suit the needs of children in their classes where necessary. We aim for children to be given the opportunity to build upon their previous learning, learn new skills and apply these in new contexts.

### **Inclusion**

At Moorside Primary school, we teach a Modern Foreign Language to all children whatever their ability and we teach a broad and balanced curriculum to all.

Teachers take account of the three principles of inclusion:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children promptly and efficiently
- Overcoming potential barriers to learning for individuals in order to narrow the progress and attainment gap

### **Equal opportunities**

It is the responsibility of all staff at Moorside Primary School to ensure that children irrespective of ability, race, gender, faith and disability are given full access to the Modern Foreign Languages curriculum and make the best possible progress to reach their full potential.

### **Resources**

We have sufficient resources in our school to be able to teach all of our identified Modern Foreign Languages units. These resources are in a central store and are readily available for all. The subject lead monitors these resources which are replenished when necessary in line with new curriculum developments. Our biggest resource in school is our adults. We have a high staff to children ratio and believe the positive reinforcement of learning and modelling of language has maximum impact on children progress and attainment.

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