

## **Oakhurst Community First and Nursery School Modern Foreign Languages Policy**

### **The Rationale for Primary Languages**

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between other and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### **Aims and objectives**

The aims and objectives of learning a Modern Foreign Language in primary school are to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study;
- extend language teaching beyond mother tongue learning.

### **Curriculum organisation**

The school believes pupils will learn languages more effectively by having frequent exposure to them. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff will be encouraged to ensure this.

At Oakhurst Community First School French is taught in Key Stage Two (Year 3 and 4) in discrete lessons. In Year Three and Four a range of resources are used.

In Reception and Key Stage One children are encouraged to sing songs from other cultures and languages and to learn key words e.g., when answering the register.

## **Curriculum Management**

The Subject Coordinator will facilitate the use of Languages in the following ways:

- by updating the policy;
- by ordering/ updating resources;
- by keeping staff abreast of new developments;
- by attending appropriate courses to update knowledge of current developments, and by keeping links with the Advisory Team for Languages;
- by monitoring the Year Three and Four curriculum
- being the Global Learning Programme Coordinator.

## **Approaches to language teaching**

The school believes that pupils learn more effectively if they are enjoying what they are doing. ICT has an important part to play and the Interactive White boards are always available for class and specialist teachers to use. ICT is used across the school to motivate pupils and to support teachers with model pronunciation. The school uses community and other links to expose pupils to native speakers where possible. The school is twinned with Ronan at Ecole Elementaire Les Pierres Bleues in France and is linked with Julie Bertout at Ecole Jehan Froissart, Valenciennes, France. The school endorses the Framework's five principles to support language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language
- Use active learning to engage motivation
- Use games and songs to maximise enjoyment
- Embed languages in class routines and school life
- Integrate language learning across the curriculum to connect with learning in other subject areas

## **Recording, assessment and reporting**

Assessment will be completed orally by the teacher of French. This assessment of progress will be used to support teaching and learning.

Written evidence in the form of their books will be kept from Year 3 to Year 4. Languages written learning will be marked according to the school policy on marking. Pupil Tracker will be used from September 2017 to monitor assessment.

A comment about the progress of children Year 3 and 4 with regard to foreign languages will be in their annual reports.

## **Inclusion**

All pupils, regardless of race or gender, shall have the opportunity to develop Languages capability. The school will promote equal opportunities and fairness of distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

## **Resources and Accommodation**

A variety of resources are available in school. These include children's reference books, teachers' resources, books, and audio/visual materials. Resources are kept mainly outside the Year 3 and 4 classrooms and dual language books are in the library.

The MFL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage.

## **Monitoring and Review**

Monitoring is carried out by the MFL coordinator and named governor in the following ways:

- Informal discussion with staff and pupils
- Observation of Languages displays
- Looking at the work in their individual books
- Checks on Pupil Tracker to be made

There is a review of this policy by the MFL coordinator every 2 years.

## **Health and Safety / Security**

Refer to the school's health and safety document.

Date: Summer Term June 20th 2017

Date of next review: Summer Term 2019

