Modern Foreign Language Policy

"Teach a child to choose the right path and when they are older, they will remain upon it."

Proverbs 22:6

School Vision

At St Thomas' CE Primary School, we are taught to choose the right path. We build strong foundations that empower us to make the right choices and become valuable citizens, within our community and the wider world.

We model positive behaviours and set high expectations, through the teaching of Christian and British values, ensuring we are equipped with the skills and knowledge to build a positive future.

Ensuring that all pupils at St Thomas'
Learn, Enjoy, Achieve.

Intent

At St Thomas', celebrating different cultures and languages is encouraged through all we do. We understand that learning another language is a liberation from insularity and provides an opening to other cultures.

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Our Modern Foreign Language curriculum is designed to progressively develop pupils' spoken and written skills through a language rich environment where all children have the opportunity to learn, enjoy and achieve.

Our children develop their appreciation of a range of cultures through vibrant and engaging lessons and activities. The celebration of language and culture over the course of school life, is encouraged through making links and international visits.

Oracy is an integral part of the St Thomas' curriculum. As such, we aim to develop confident, enthusiastic speakers. We intend to set the foundations for language learning – preparing children today for their new tomorrow where they are successful, global citizens.

Our aim is to develop the confidence and competence of each child in French. Our goal is for them to be passionate, curious and confident about their own language learning abilities when they finish the Primary School phase of their education.

We will help them develop and demonstrate substantial progress in the five key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the different languages

they know and use. In line with our core British values we will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Implementation

French is taught in a whole-class setting. Teachers plan their lessons using the medium term plans that the subject lead has created. These plans are also supported by the Language Angels scheme of work. Using the guidance from the medium term plans teachers can also supplement their short term planning with their own ideas and experiences and that of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

As a school we have created our own pedagogical approach to delivering each subject. This can best be described as follows:

Link it – Learn it – Check it- Show it – Know it - incorporating the 'I do', 'We do', 'You do' sequence within it.

For each stage there are important aspects which has been developed from our deeper understanding of cognitive load theory.

Link it- This is the stage where we work at igniting children's awareness of the topic being studied. In some subjects this works through the use of echo or choral reading of information they are about to learn as part of the topic.

Learn it – This is the stage where the teacher provides new knowledge and is part of the 'I do' sequence in our day-to-day lessons. At this stage we limit the number of questions we are asking children and focus on the teacher's exposition.

Check it – This is an opportunity for the teacher to ensure that there is full understanding happening. This is strongly associated with the 'we do' sequence in the lesson. Questions are encouraged at this stage.

Show it – This is an opportunity for children to demonstrate what they know. In some cases, this can be done orally but in most cases it is shown in children's books. This links with the 'you do' sequence in the lesson.

Know it – This is where we get children to retrieve information they have learned. This is normally done at the end of the learning so that children can demonstrate that they have remembered key knowledge for the long-term.

Each class has a timetabled lesson of at least an hour a week.

French is also revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained (e.g register tasks etc).

Where appropriate, work completed by the children will be kept in their books which can be passed through the years and become a portfolio of their learning. They will also be saved to Showbie, using iPads and/or laptops. This way, children can add timely recordings of their voices - speaking and presenting in French.

Impact

The successful approach to language teaching at St Thomas' results in a fun, engaging, high-quality MFL education, that provides children with the foundations and knowledge for understanding and communicating with the world. Our engagement with other cultures and languages ensures that we are respectful and tolerant of those cultures and languages, in line with British Values. High quality, progressive teaching and learning ensures that we have rapid progress throughout KS2. Children will understand the importance of learning other languages and the impact that this can and will have on their lives.

Through a diverse and thorough MFL Curriculum, teachers will ensure that children understand that Languages is a viable career choice and that good communication and oracy can open many doors for them. The majority of children at St. Thomas' are already multilingual and our children overwhelmingly love language learning. This results in motivated learners with sound linguistic understanding.

SEND, Pupil Premium and Greater Depth

Here at St. Thomas', we believe that every child can achieve and every child can be challenged to achieve their potential. Our children working at greater depth are set challenging work to ensure that they make rapid progress. Our SEND children, including children with EHCPs are planned for individually through liaison with support staff, the MFL lead and class teachers. Work will be set appropriately and will be linked to the Language Angels scheme of work. Pupil premium children's needs are met through three levels of differentiation within all lessons (or through individual plans if needed).

Assessment

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.

These will then help to inform teacher assessment on St Thomas' assessment grids.

Teachers will, of course, assess throughout each lesson, providing instant timely feedback as and when appropriate.

Classroom Environment

Vocabulary acquisition is key to all learning success. Vocabulary for each topic will be displayed within classrooms. Children will use these displays to help with their language learning. Classrooms should encourage language learning through many different ways e.g. dual language texts, fun games, interactive displays etc.

Home/school Links

At St Thomas', we believe that parental support is vital to aid the progress of the children. We aim to involve our parents in MFL as much as possible through:

- Parents evenings
- A clear overview of MFL within the class matrix
- Children's work showcased on school Facebook page
- Home School log ins for children to learn at home
- Class log ins for online games to play at home

Leadership and Management

The subject leader will:

- Providing relevant training for staff (direct or through other professionals)
- Demonstrate a commitment to keeping up to date in current issues and matters whilst developing CPD for themselves and staff members
- Lead by example through modelling quality first lessons and teaching styles
- Have a high-quality knowledge and materials to ensure progression in the subject and to make certain these are explicitly clear for staff to follow and plan from
- Identify and support development needs for staff- including providing induction to associate teachers, Early Career Teachers (ECTs) and new members of staff on subject content
- Monitor standards, attainment and progress across school including providing feedback to share good practice and develop further to raise standards.

Monitoring and Evaluation

The subject lead will monitor the effectiveness of the language teaching provided throughout the school by: looking in books and cross referencing this with the long term plans and medium term plans; discussions with class teachers and monitoring the learning and progression made by pupils across the key stage. This will be added to data dashboards and half termly targets will be set. Learning walks will be completed to check classroom environments. Pupil voice questionnaires will be completed to ask the children how they feel about French at St. Thomas'.

The subject lead will encourage, where appropriate, class assemblies and presentations in French. She will also encourage cross-curricular topics being taught in French to knit together various areas of the curriculum.

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