

Thrussington C of E Primary School

Modern Languages Policy



Updated: January 2022

Next Review: January 2024

Date	Review Date	Subject Leader	Nominated Governor
January 2022	January 2024	Mrs Castilla.	

Introduction

Learning a foreign 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. The teaching should enable pupils 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 pupils to study and work in other countries. (National Curriculum 2014)

The aims of the 2014 National Curriculum are for our pupils 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

In addition:

- At Thrussington CE Primary School, we believe that learning a language opens the door to huge potential. It is a necessary part of being a member of the multicultural society in which we live. We believe that many children really enjoy learning to speak another language. Learning a foreign language helps pupils to extend their communication skills and enhances self-esteem. When our children leave us at the end of KS2 we aim to have instilled a love of language learning in all of our children and provided them with a good skill set to continue their language learning at KS3 and beyond.

Planning and Delivery:

Although there is no Programme of Study within the Primary National Curriculum for Modern Languages, we believe that our pupils can benefit from beginning to learn a language from when they begin school in EYFS and into Key Stage One. As such, we introduce simple words and phrases linked to our topics, with the intention that children begin to enjoy and take an interest in another language and culture early on in their life at school. At this

stage, children are expected to be able to enjoy and join in with simple songs and rhymes in French and use short sentences verbally.

In Key Stage Two, we use the 'Rigolo' scheme of work. This helps us to ensure that children are immersed in the target language and have opportunity to practice their speaking, listening, reading and writing skills. We are committed to early language learning and believe that the earlier a child is exposed to a foreign language, the faster and more effectively the language in question is acquired. We believe that learning a foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others.

From Year 3 through to Year 6 the 'Rigolo' scheme of work is used and we follow 'la famille Mils' who are an English family living in France! This resource is supplemented with high quality games, stories and songs to support our French learning. This is in line with the requirements of the Primary Languages Curriculum. Following the Rigolo programme, our children study six units in each year group; twenty four in total over their four years at Thrussington. Each unit and each new year aims to build on the knowledge from the previous. The units include learning about countries, cultures, peoples and communities.

In addition, we also promote a love of learning languages through themed French events. These have included a French country dancing afternoon, a French café in which the children served their parents and provided entertainment and a French ice-cream shop.

Equal Opportunities

Positive attitudes towards languages are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with French.

The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons.

Lessons

In all lessons, learning objectives and success criteria are clearly displayed and discussed. The emphasis in lessons is to make teaching interactive and to engage all children. Lessons involve elements of:

- Listening and repetition

- Speaking - through learning songs, carrying out role play and playing games
- Consolidating through low stakes quizzes and games
- Research and comparing with French speaking countries
- Written tasks which increase with complexity depending on Year group
- Dictionary skills using a French / English dictionary
- Presenting what they have learnt
- Reflecting and evaluating responses – identifying mistakes and using them as positive teaching points;

Resources

In addition to the Rigolo scheme of work, lessons and French days are enhanced by a range of resources including:

- a set of French / English dictionaries
- story books written in French
- flash cards
- music resources
- PE warm-ups in French
- Display resources with Velcro pictures and labels
- Plastic Euros, boules sets, French bunting

Feedback

Feedback of children's work is essential to ensure they make further progress. This is given verbally during the lesson – particularly for oral work. Some pieces of work can be marked by children themselves, with support and guidance from the teacher – particularly in years 5 & 6. Children are encouraged to self-assess their work and they are given time, where needed, to make corrections or improvements.

Assessment

Teachers will:

- carry out continuous assessment for learning;
- use low stakes quizzes/tests matched to the teaching objectives to adjust their planning;
- inform parents and carers of their child's progress and targets through parents' evenings and school reports.

Role of the Subject Leader

To lead in the development of modern languages throughout the school.

To monitor the planning, teaching and learning of French throughout the school.

To help raise standards in French.

To provide teachers with support in the teaching of French.

To provide staff with CPD opportunities in relation to French within the confines of the budget and the School Improvement Plan

To monitor and maintain high quality resources.

To keep up to date with new developments in the area.

Role of the Head Teacher

The Headteacher will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;

Role of the Nominated Governor

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

Headteacher:	Mrs.Hannah Roddy	Date:	Jan 22
Chair of Governing Body:	Mr Patrick Rendall	Date:	Jan 22
Subject Leader:	Mrs Louise Castilla	Date:	Jan 22