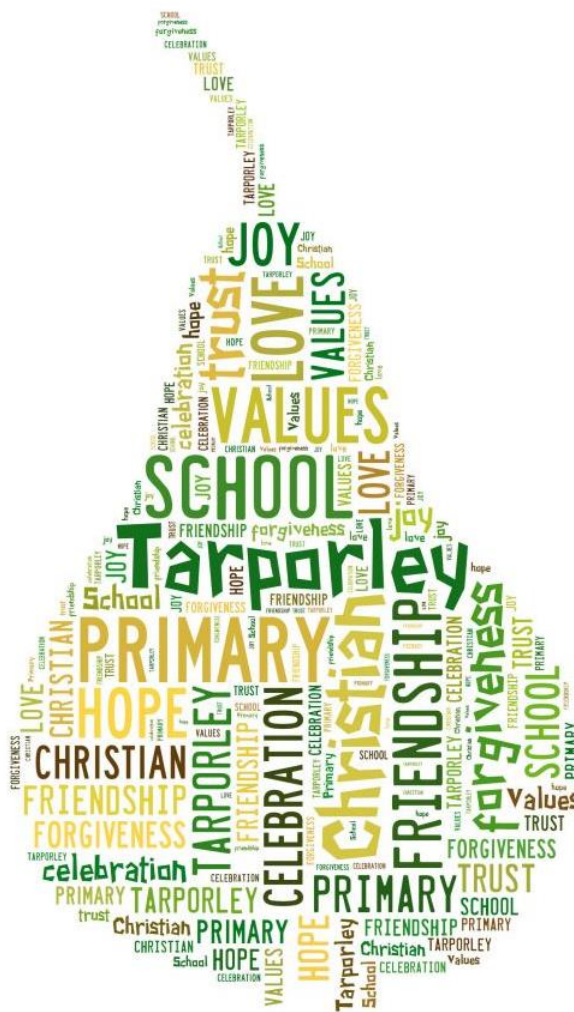


TARPORLEY CE PRIMARY SCHOOL

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 4-11. As a Church school we hold our Christian Values at the heart of everything we do. These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

MFL Policy

Languages (MFL) Policy

“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.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

-Key Stage 2 Languages Programmes of Study 2014

Intent

At Tarporley Church of England Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. We want all pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable, stimulating and rewarding as they work towards becoming life-long language learners.

Currently, French is taught in Years 3-6 with Year 6 having a transition unit in Spanish in accordance with Tarporley High School’s languages programme of study where children in Year 7 are taught French or Spanish. The learning of French will allow the children to have a solid grounding in the subject where children will become established as skilled language learners and use their transferable skills where they may learn Spanish in Secondary school. We also provide learning opportunities for all children throughout the school to immerse themselves in a range of languages and cultures which reflect the various identities of people within our own school community and beyond.

The aims of Modern Foreign Language teaching at Tarporley Primary School are to:

- Develop a positive, enthusiastic attitude to Modern Foreign Languages within a secure and supportive environment;
- foster an interest in language learning by introducing children to other languages in a way that is enjoyable, fun and interactive for all pupils;
- stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
- support oracy and literacy, and in particular develop confident speaking and listening skills in the target language;
- help children develop their awareness of cultural similarities and differences in other countries;
- lay firm foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning.

Provision and Staffing

Children in the Early Years Foundation Stage are introduced to language learning through a variety of songs, games and greetings in different target languages. Children in Key Stage 1 will hear incidental French used as part of the daily routine, such as learning simple greetings and answering the register in French.

Although Primary Languages cuts across the curriculum, children KS2 are taught specific skills, concepts and vocabulary in a weekly 40-minute dedicated lesson with a specialist languages

teacher, class teacher or teaching assistant. Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, simple instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in real-life contexts. Furthermore, the creative approach to the curriculum enables a range of foreign languages to be part of a wider topic approach (eg Swahili in an African topic).

Implementation

At Tarporley CE Primary School we integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of French and other languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. The curriculum that we follow is based on the guidance given in the 2014 National Curriculum.

All classes will have access to a high-quality Modern Foreign Languages curriculum using the Language Angels Scheme of Work and resources. This ensures there is continuity and progression in both skills and content across all classes through dedicated weekly sessions. The lessons are designed to motivate, captivate children from the first moment. They have clear, achievable objects and incorporate different learning styles. The use of Primary Language books will show clear evidence of progression in the four areas which can be passed through the years and become a portfolio of their learning. Teachers collaborate over planning, sharing ideas for activities, resources and special events.

There are three main contexts in which language teaching and learning take place:

Speaking and listening

The children will learn to

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

Reading and writing

The children will learn to

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency

verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

BOOKS Curriculum

As a church school, we approach all that we do through our Christian Values which are embedded throughout our curriculum. We believe that language learning is an essential element for children to let their light shine. The whole school follows the BOOKS approach:

BRAVERY

Our clear progression in MFL planning ensures the high expectations of all language learners. We encourage our children to develop a Growth Mindset approach, creating a powerful passion for learning. When they know their brains are capable of growing, they are more confident, resilient and less afraid to fail.

OUTWARD FACING

We learn about the world beyond the languages we study. We encourage our children to see themselves as active agents of change through cross-curricular opportunities in a range of subjects.

OPPORTUNITIES

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

KNOWLEDGE AND UNDERSTANDING

Through our progressive unit organiser, children will work through the three learning units (Early, Intermediate, Progressive) which increases in level of challenge, linguistic and grammatical complexity as the pupils move on in their school journey. Children acquire the four key skills; listening, speaking, reading and writing in an age-appropriate way. This enables them to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

SPIRITUALITY

Our staff aim to seek meaningful connections between different countries, cultures and the languages we learn and how our children can develop socially, morally and culturally to let their light shine.

Inclusion

Primary Languages teaching at Tarporley Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum. Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Staff development

Teachers and other staff are given regular opportunities and encouragement to develop their own language and language teaching skills, through supported individual study, in-school and network workshops and local authority training. The subject lead will attend training and support meetings to keep abreast of current developments and report back to staff as required. The subject leader for Primary Languages identifies school needs and help familiarise staff with resources and support with classroom ideas.

Monitoring progress and assessing attainment

Opportunities to monitor the children's progress in Primary Languages are built into our termly assessment procedures. Most assessment is formative (both peer and self-assessment) and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product in exercise books.

Impact

Our goal is for all learners to be passionate, curious and confident about their own foreign language learning abilities and develop key transferable skills - properly preparing them for the next stage of their language learning journey when they leave Tarporley CE. We will do this by the following monitoring formats:

- Pupil Voice
- Audit of the subject area
- Scrutinising children's work
- Lesson observations/learning walks
- Review of Scheme of Work
- Half termly end of unit assessments
- Encourage cross-curricular topics
- Adjust planning and evidence of clear differentiation in place
- Online Tracking and Progression tool to monitor and plan subsequent intervention needed
- Termly discussions with specialist teachers and Subject Lead to monitor learning and progression made by pupils
- Provide high-quality whole school professional development for all staff.

Links outside school

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT links via e-mail and approved sites on the Internet, to find out about life in other countries.

Reviewed: November 2022

Review Date: November 2024