



## MODERN FOREIGN LANGUAGES POLICY

Document Status	
Author	Katherine Ansell
Approval Body	SLT

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

## **VISION**

Learning a foreign language provides an opening to other cultures. A high-quality languages education fosters children's curiosity and deepens their understanding of the world. Children are enabled to learn to express their ideas and thoughts in another language and to understand and respond to its speakers. It also provides opportunities to communicate for practical purposes and learn new ways of thinking. Language teaching provides the foundation for learning further languages, ultimately equipping children to study and work in other countries.

## **INTENT**

Our intent is to ensure that all children:

- understand and respond to spoken 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,

## **LEARNING AND TEACHING**

At Greenleas, French is taught to whole classes in Key Stage Two by class teachers. Each class has a timetabled lesson of thirty minutes per week. Learning is then revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. French lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. At this phase, the focus is upon speaking and listening.

The National Curriculum (2014) outlines the expectation that all children will:

- 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 sound and meaning of words,
- engage in conversations; ask and answer questions; express opinions and respond to those of others,
- speak in sentences, using familiar vocabulary, phrases and basic language structures,
- develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases,
- appreciate stories, songs, poems and rhymes in the language,
- describe people, places, things and actions orally.

## **ASSESSMENT**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessments are used to inform planning and complete the evaluation cycle. Lessons are structured with opportunities for Assessment for Learning throughout. This enables teachers to evaluate what has been learned, review success criteria and address misconceptions.

## **REPORTING**

Children's progress, achievements and attainment are reported at parents' consultations during the autumn and spring terms and in the summer term through a written report.

## **MONITORING AND EVALUATION**

The Phase Leader will:

- conduct on-going subject monitoring and work scrutiny to ensure curriculum coverage,
- collect evidence of good practice (e.g. photographs and displays),
- support teachers e.g. observations and feedback,
- review resource provision.

## **ADDITIONAL NEEDS**

The SENDCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans and Provision Maps are specified in teachers' planning.