

Horton Park Primary School



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We Learn to Succeed

Modern Foreign Language Policy

To Be Reviewed: Annually in July

Policy

Mission Statement: We learn to succeed

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)

Intent

To build a MFL curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. As a result, children will develop the knowledge to be able to communicate in another language other than English.

This includes:

- A positive attitude towards other languages and an awareness of the relevance of language in the real world
- Competence and confidence in a modern foreign language (Arabic),
- An ability to develop skills in the following areas
 - Listening and Responding,
 - Speaking,
 - Reading and Responding,
 - Writing
- An ability to communicate confidently with peers
- An ability to use and apply grammatical knowledge
- An understanding of the modern foreign language (Arabic) through culture

Why do we think modern foreign language is important?

We believe that young people who have a second language are at a huge advantage in life. It opens doors to new friendships, gives them greater facility to learn different tongues and enables them to think both laterally and creatively. Providing opportunities for children to venture into new cultures and life styles is an integral part to helping them become global citizens. Modern foreign language provides our learners with an understanding of others around the world and helps them appreciate our diverse culture and heritage.

In addition the development of the whole child is fundamental to our school's ethos, becoming a global citizen is seen as a natural response to the life-force that constantly renews and recreates our world, and a recognition of the beauty and variety of that creation. All our talents are worthy of careful nurture.

BREADTH OF STUDY

Through careful planning and preparation we aim to ensure that throughout the school children are given opportunities to develop in four core skills:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

These four skills will help:

- 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
- writing 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 different culture

Key stage 1

We emphasize listening, responding and speaking skills from KS1 which includes:

- Memories words
- Interpret meaning
- Work in pairs and groups to communicate in Arabic
- Look at life in another culture.
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Key stage 2

In KS2 we also develop reading and writing skills, to help the children gain an all-round understanding of the language which includes:

- Ask and answer questions
- Use correct pronunciation
- Memorise words
- Interpret meaning
- Understand basic grammar
- Work in pairs and groups to communicate in Arabic
- Read from a variety of texts
- Write words, phrases and sentences using a model
- Write from memory, using their knowledge of sounds
- Look at life in another culture.

Through our creative curriculum approach we also seek to explore and utilise further opportunities to use and apply modern foreign language across other subject areas.

TEACHERS PLANNING AND ORGANISATION

Specialist language teacher of Arabic is responsible for the language teaching in each class throughout school KS1 and KS2. We use a multi-sensory and kinesthetic approach to teaching (introducing a physical element in games and songs) to help reinforce memory. We promote the use of ICT in meaningful contexts for the development of communication skills.

Also the approach to the teaching of modern foreign language (Arabic) within the school is based on three key principles:

- Arabic is taught in weekly sessions to all year groups
- A clear focus on one or more of the four skills in each session
- An emphasis on speaking in target language through role-play

MEDIUM TERM / SHORT TERM PLANNING

Lessons are planned using the 6 graded approach Planning format. Modern foreign Language (Arabic) is planned as a unit of work and is monitored by the PPA lead teacher.

INCLUSION INCLUDING SPECIAL EDUCATIONAL NEEDS

The modern foreign lessons (Arabic) is inclusive to pupils with special educational needs. Where required, children's work and task is personalised to their ability and needs.

Within the language lessons the teacher not only provides differentiated activities to support children with special educational needs but also activities that provide appropriate challenges for children who are high achievers in the target language. It is vital that all children are challenged at a level appropriate to their ability.

GREATER DEPTH / MORE ABLE

Pupils that are more able are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.

Mastery of the curriculum requires that all pupils:

- can understand and apply all four skills speaking, listening, reading and writing confidently
- obtain greater level of understanding and be able to apply learning in a different context
- Analyse given text and adapt appropriately in order to show understanding
- Are responsible, competent, confident and creative in using the Arabic language with cultural awareness

Developing mastery with greater depth is characterised by pupils' ability to:

- demonstrate high level problem-solving skills
- possess high powers of language retention
- have the ability to work independently and effectively
- make appropriate use of technical vocabulary
- demonstrate fluency and capability above that expected for the age-group
- explain their understanding to others confidently
- build up an extended specialist vocabulary
- demonstrate Arabic language capability significantly above that expected for their age learn and apply new vocabulary quickly for example, pupils use known phrases or words effectively and appropriately

EQUAL OPPORTUNITIES

We incorporate modern foreign language (Arabic) into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of the target language. We ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

PUPILS' RECORDS OF WORK

Children work is recorded using a variety of different methods from work in books to recording conversations and role-play. Children are encouraged and helped to use the most appropriate and convenient method of recording.

Also in Foundation use of photos to ensure records of each child's achievements are maintained.

MARKING

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. Children are encouraged to self-evaluate their work and given time to respond to the 'Now' steps. Children in KS2 are encouraged to provide a 'Top Tip' after the completion of work if this is appropriate.

PUPIL ACHIEVEMENT AND FEED BACK

Teachers make regular informal assessments throughout the year using the modern foreign language set targets. Furthermore, they use this to inform planning.

Short term

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning
- discussion
- plenaries

This is used to inform future planning and teaching.

Long term

At the end of each year teachers report on the attainment of the target language to parents through school reports.

REPORTING TO PARENTS

The annual report to parents will include information re: progress and attainment and future targets in the subject.

MONITORING AND EVALUATION

Monitoring will be carried out by the language subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Also through formal and informal classroom observations when prioritised on the School Improvement plan.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning related to the Framework and classroom observations re. Effectiveness of planning in practice.

4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

The subject leader will:

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource modern foreign language throughout school
- **Children will be encouraged to:**
 - Enjoy modern foreign language (Arabic) and see its relevance for life.
 - Understand what their next steps are, and be able to evaluate their progress towards them
 - Develop the four core skills of modern foreign language listening and responding, speaking, reading and writing
 - Use target language vocabulary with confidence.
 - Use their knowledge to communicate with others
 - build on what they already know
 - see patterns in some language segments including grammar

Parents will:

- Be encouraged to develop positive attitudes to modern foreign language and actively support their children when homework is given
- Be well informed of their children's progress through annual reports

Review Process

Modern foreign language Leader reports outcomes of monitoring to Headteacher and Deputy Headteacher.