



Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

Modern Foreign Languages Policy

CRC Article 28: All children have the right to a good quality education.

CRC Article 29: All children have the right to have their personality, talents and abilities developed to the full. Children should develop a respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Date policy approved/adopted	November 2023
Next review date	November 2024
Approved by:	Governing Body
Head Teacher signature:	<i>Mrs. L. Boulton</i>
Chair of Governors signature:	<i>Mrs. P. Crook</i>

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Review Date:	November 2024
Subject Lead:	Mrs. S. Lockey
Governors for MFL:	Mr. A. Jones and Mrs. C. Mulley Curriculum Standards Committee

This policy should be read in conjunction with our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Rationale

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially and emotionally. As the UK is becoming an increasingly multicultural society, we, at Timothy Hackworth Primary School, have a responsibility to provide our children with an understanding of other cultures and languages. Our children have the right to develop a respect for human rights, as well as other cultures. Learning another language develops an

understanding and respect for diversity, removing barriers between cultures. It is also an opportunity to look at shared values and aspirations, such as personal liberty, democracy and the rule of law. We believe that our language learning enriches the curriculum, fosters curiosity and provides enjoyment. Language learning is a life-long skill and can help to encourage and instil cultural understanding.

Entitlement

This Modern Foreign Languages Policy relates to pupils attending Timothy Hackworth Primary School in Key Stage Two. Pupils in Foundation Stage and Key Stage One have access to other language learning opportunities throughout the year. All children have the right to access all elements of the National Curriculum, appropriate to their abilities in tandem with the school's relentless focus on high standards and expectations of all pupils.

Intent

At Timothy Hackworth Primary School, learners will:

- experience their right to develop their understanding of other cultures;
- develop curiosity and resilience in language learning as well as enjoyment of languages through challenging but enjoyable learning opportunities;
- develop confidence in speaking in French, to enable them to communicate for practical purposes, with improved pronunciation and enunciation;
- share their ideas and thoughts and to understand and respond to its speakers, both in speech and writing;
- learn to tackle and make increasing sense of text in French, enjoying a range of French literature, becoming more fluent and confident;
- learn to write simple texts in French;
- increase their cultural understanding, enabling them to develop new ways of thinking, by learning about different countries and their people;
- be positively exposed to the French language which promotes and equips children for future studies and potential career choices within the wider world of work.

We strive to ensure our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

Implementation

All children in Key Stage Two learn French. Children focus on Speaking and Listening, Reading and Writing skills and Knowledge about Grammar.

At Timothy Hackworth, French is taught using the following:

- Units are taught each half term, focusing first on Vocabulary, Speaking and Listening, then progressing into Reading and Writing.
- Each Key Stage 2 class accesses French language learning provision routinely;
- Lessons are progressive and build upon prior knowledge and learning, moving from word level, to sentence level, then to text level, across KS2;
- Detailed lesson plans are linked to ready-made resources from the Primary French Project scheme of work. There are interactive whiteboard resources including games, stories and songs available with audio-narration from a native speaker;
- Vocabulary ensures exposure to identified phonemes and develops the ability to build sentences using grammatical knowledge;
- Recognition of French language patterns and how they are similar and different to English;
- Vocabulary is reinforced and revisited through the use of Vocabulary Books and bilingual dictionaries;
- To find words effectively using a bilingual dictionary;
- Our curriculum allows for the revisiting and consolidation of prior knowledge;
- There are opportunities to record children's French writing, translating, speaking, listening and reading activities in the children's French Writing books, the 'Class Black Book', through recording audio on iPads and/or display, where appropriate;
- Participation in a wide range of cultural activities supports the development of Cultural Capital, for example, visits from Nathalie Paris support the development of Cultural Capital;
- Our Rights Respecting ethos continues to develop children's cultural understanding linked to the global goals and the Convention of the Rights of the Child (CRC);

- Links with European schools will provide opportunities to develop writing skills and enable children to explore other cultures;
- Children are encouraged to appreciate and enjoy the French language through sharing French stories in Assemblies, visits from French Nationals, links with a French school, and celebrating languages through, for example, the European Day of Languages.

Impact

Impact is measured by the children's progress against their expected outcomes and their ability to meet the aims of the National Curriculum for Languages.

The impact of learning will be assessed using:

- The formative assessment of French Speaking, Listening, Reading and Writing skills, and related evidence to support these assessments;
- Observations of children's interactions as an indicator of their cultural understanding;
- The monitoring of language-learning opportunities and provision by the Languages Lead and SLT.

The impact of our school approach will enable our pupils to:

- have an informed understanding of other cultures;
- be curious and resilient language learners;
- speak confidently in French, with accurate pronunciation and enunciation;
- understand some spoken French;
- be able to communicate, at an age-appropriate level, in the reading, writing, speaking and listening of French;
- accurately use a bilingual dictionary;
- manipulate language to speak and write in sentences creatively, using prior knowledge of vocabulary, grammar and key features, with or without a dictionary;
- enjoy French stories and understand the meaning of them;
- be resilient and resourceful;

- be a tolerant, global citizen who appreciates the diversity of society, and makes a positive contribution to this;
- leave our school with an informed knowledge of the French language in preparation for language-learning in their secondary school career.

French and Cross-Curricular Links

Language learning links to many areas of the curriculum and language learning can contribute significantly to general skills, such as sentence structure, dictionary skills, and communication and interaction. It is also an opportunity to look at shared values and aspirations, such as personal liberty, democracy and the rule of law. French links perfectly with the [CONVENTION ON THE RIGHTS OF THE CHILD](#) and British Values.

Timothy Hackworth Primary School believes that children learn languages more effectively by having frequent exposure. Opportunities for speaking another language should be exploited, be it in the playground, during register, in a line or the classroom. All staff in the school are responsible for ensuring this.

Annually we participate in European Day of Languages to ensure cultural understanding is being developed. Family groups also allow us to understand the rights of the child, global goals and British Values.

There is a positive approach to the wider use of Modern Foreign Languages and International links throughout the curriculum and links are made where appropriate.

Special Educational Needs and Disabilities

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

More Able and Talented

The MFL Subject Lead will promote the following key strategies for maximising progress and enabling learners to meet their full potential:

- The use - by all - of open-ended questioning where a learner's first response may then be further developed and so encourage deeper thinking;
- Valuing a growth mindset that encourages learners to risk failure. Instead, viewing it as a crucial part of the learning process that avoids the pitfalls of playing it safe and success meaning only doing things that they can get completely right or find easy;
- Encouraging the provision of open-ended opportunities for learners to take more ownership of the direction or form that their learning takes;
- Praising high levels of effort, progress and attainment whilst making sure that a focus on the next steps is a valued part of the ongoing learning process.

Assessment

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment is not just about the National Curriculum, but needs to take into consideration all language learning which is an outcome of the school curriculum. Assessment in French is only a part of the school policy on assessment as a whole.

There should be ongoing assessment for learning (AFL) or formative assessment of all children ensuring that the development of concepts, skills and attitudes is measured through everyday teaching. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. These must be judgements supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children in the course of their language learning.

Attainment in French is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum for Modern Foreign Languages.

Learning will be assessed using:

- A teacher assessment grid to record attainment of each target for each skill in the year group and to track progress;

- Evidence of listening, reading and writing activities and learned vocabulary in children's books and recorded on iPads;
- Monitoring by the Subject Lead and SLT through learning walks, book scrutinies and pupil interviews.

Monitoring and Evaluation

The monitoring of language teaching and learning in our school will take place through:

- Observations and Learning Walks;
- Discussion during curriculum development staff meetings in order to further develop provision and practice, response to queries, checking of progress, reviewing resources etc.;
- Informal discussions between staff and the MFL Lead;
- Scrutiny of books, displays and any other evidence of achievement, by the MFL Lead and SLT;
- Checking of children's standards of work against agreed criteria, e.g., teacher assessment;
- Pupil interviews conducted by the MFL Lead;
- The completion of any whole school MFL project where work/evidence is gathered across the whole range of ages in the school.

Assessment data is robustly and rigorously analysed in detail on an annual basis by the MFL Lead, and outcomes shared with staff.

Continuing Professional Development

The MFL Lead attends Local Authority Subject Leader Network Meetings in order to ensure that the MFL Lead and wider staff are aware of the latest information and curriculum developments in French.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

Nathalie Paris also provides CPD for teachers when she is working in their classrooms.

Our Governing Body

The Curriculum and Standards Committee have a distinct focus on curriculum subjects.

The Governing Body will provide support and challenge and are kept up to date with developments in MFL through meetings with the MFL Lead, through the Head Teacher's

Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings.

The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy.

The Curriculum and Standards Committee will ratify and review the policy.

Conclusion

At Timothy Hackworth Primary School, a whole range of experiences and opportunities will be provided for all pupils in and across a broad and balanced curriculum which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to a high quality education and all children have the right to develop their talents and abilities to the full; our Modern Foreign Languages Policy is designed to ensure that all pupils have access to this right.