

ST ANDREW'S METHODIST PRIMARY SCHOOL



Modern Foreign Languages Policy

Reviewed January 2024

Headteacher Anne Barker

Chair Of Governing Board Geoff Jones

Date of Next Review January 2026

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

*St Andrews Methodist Primary School's Vision is: Striving for excellence,
together as one with God.*

*Linked to our Christian vision, our Modern Foreign Language (MFL) teaching
and curriculum strives for excellence for each child, whatever their
background, allowing them to access and experience a range of cultures and
languages. This aims to promote social and cultural development. Hence,
enabling every individual, both at school and in everyday life, to live well
together in an environment that respects, embraces and celebrates
differences.*

Introduction

At St Andrew's, we teach a foreign language to all children from Year 3 to Year 6. The learning of a foreign language provides a valuable educational, social and cultural experience for pupils, allowing them to develop communication and literacy skills that lay the foundation for future language learning. This language will be Spanish.

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 writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language.

Aims and Objectives

By the time our students finish their St Andrews journey, we endeavour that they have gained the confidence and mindset to try new things, whilst gaining a respectful attitude towards cultural differences. We aim for pupils at this age to be able to engage in a conversational manner; speaking, listening and responding in Spanish, with a focus on pronunciation. They will have written, read and presented their own written compositions, using their bank of sentence starters and structures acquired throughout Key Stage 2. Hence, they will be engaged and prepared to continue language learning at Secondary School.

Our aims include:

- To introduce children to another language in a way that is practical, enjoyable and fun
- To foster an interest in, and have a positive attitude towards learning other languages
- Increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- Develop language skills and language-learning skills;

- To develop their speaking and listening skills
- Understand and communicate in a new language;
- To make children aware that language has structure, and that the structure differs from one language to another;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- Become increasingly familiar with the sounds and written form of a modern foreign language;
- Make comparisons between the foreign language and English or another language;
- To lay the foundations for future study

Teaching and Learning Style

The school uses a variety of techniques to encourage the children to have an active engagement in the MFL (Spanish): these include games, role-play and action songs. We try to use ICT to allow the children to bring native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary, as this serves to demonstrate the foreign language without the need for translation. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe this serves to reinforce memory.

The Curriculum

Spanish is the language that we teach at St Andrew's. It is currently taught to all Key Stage 2 pupils. Teaching follows the expectations of the programmes of study for MFL in the 2013 National Curriculum. Teachers use the Salford MFL planning document for each year group.

The children are taught how to:

- Ask and answer questions, responding in a conversational way
- Use correct pronunciation and intonation
- Memorise words
- Interpret meaning
- Understand basic grammar and phonics
- Use dictionaries
- Appreciate stories, songs, poems and rhymes in the language
- Work in pairs and groups, and communicate in the other language in simple sentences using familiar vocabulary and phrases
- Orally present ideas, perhaps giving opinions
- Write phrases and sentences, describing people, places and things
- Build upon the previous year's learning
- Look at life in another culture

Progression

Progression in language skills and language learning skills is developed by ensuring correct pronunciation and intonation is modelled and used. Children's listening skills are continually developed through a range of challenging listening activities. Of equal importance is the training of the children's memory through various games and activities.

Our learning builds progressively on knowledge, skills and understanding. Children will develop vocabulary and speaking skills in the language alongside reading and writing phrases and sentences, with a focus on spelling and phonics. Evidence of progression and building on prior knowledge is shown in the 'MFL Progression Document' and 'Year Group Objectives.' This learning will be reflected in the children's Spanish books.

The Salford MFL Planning document also ensures progression through the repetition of half termly topics throughout years 3 to 6. Each time, previously taught vocabulary is recapped and 'recycled', whilst building up new vocabulary, grammar, punctuation and sentence structures to add to this previous learning.

Assessment

Throughout Key Stage 2, each child's understanding of Spanish is assessed on an ongoing basis, using teacher judgements, marking and assessment.

Children complete spoken work, and written tasks in books, dependent on the focus of the lesson. Written work is marked to show whether the child has met the learning objective, but staff constantly assess students' understanding throughout all Spanish lessons through key, focused questioning, helping to move the children's learning forward.

We greatly value our pupils' opinions regarding their learning, hence our students self-assess their own progress and attainment at the end of each half termly topic, subsequent to completing a final piece of work, encompassing skills taught within that half terms topic. Each objective taught is assessed by the children using the code:

Green - I feel confident with this.

Yellow - I'm beginning to do this but need more practice.

Red - I need more help with this/I don't understand yet.

Teachers can then use this assessment as a guide for further learning.

On a yearly basis, teachers will use a wide range of evidence, including work books, evidence documented on 'SeeSaw' and the MFL objectives to award an overall grade for each pupil in Spanish. This will be recorded on

'Sonar' (an online tracking system).

Cross-Curricular Links

Cross-curricular teaching and assessment is encouraged throughout the school, as pupils are expected to transfer and apply key skills across a variety of subjects:

Literacy

Spanish teaching contributes to pupils' development of language since speaking, listening, reading and writing are, to varying degrees, integral to the curriculum.

When writing in Spanish, pupils are taught to use correct spelling and punctuation, and follow grammatical conventions. They are also taught to organise their writing in logical and coherent forms. This informs and enhances their literacy skills.

Reading strategies taught in Spanish help the children to read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Technical and specialist vocabulary of Spanish helps children's understanding of spelling. They are also taught to use the patterns of language vital to understanding and expression. These include the construction of sentences, paragraphs and texts that are often used in English.

Comparing the Spanish language to English and other languages supports children when following and understanding the rules of language and sentence building.

Presenting in the Spanish language helps children to gain confidence when speaking in front of an audience, teaching them how to connect and communicate with others.

Geography/RHE

Children will develop a good knowledge of cultural, geographical and physical aspects of Spain. The topics taught offer the students a chance to compare their lives to those in Spanish speaking countries, encouraging pupils to recognise and celebrate similarities and differences. This offers spiritual, moral and social development as it presents opportunities for discussion and debate, as well as creating respect for a range of cultures.

Pen Pal project

Each year, at least one chosen class within Key Stage 2 will take part in a Pen Pal Project with a Spanish speaking school. They will communicate with the allocated children through a range of mediums, such as letters, cards, emails and video chats. This will be done with teacher guidance, in a safe way (No personal details, such as surnames or personal addresses shall be shared).

This project aims to:

- Build respect for other cultures
- Learn about differences and similarities between our lives, including our geographical environment and religious festivals
- Use technology in a safe way
- Make our Spanish learning meaningful
- Practise our conversational Spanish
- Build our communication skills

Inclusion

- At our school, we teach a MFL to all children in Key Stage 2. Spanish forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Spanish teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
- As a school, we organise a range of events celebrating the Spanish language and other languages also. For example, celebrating *European Languages Day*. This enables children to explore Spanish further, as well as gain an insight into other languages around the world. This also allows children and staff to celebrate, share and identify the similarities and differences between Spanish, English and other languages. Furthermore, children with EAL are also given the opportunity to share their skills and knowledge of foreign languages.

Racial Equality

The mission statement of our school talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. In our MFL teaching, we aim to reflect positive attitudes about the multi-ethnic nature of our society.

Resources

- Spanish speakers can be listened to via the Internet and pre-recordings of Spanish speakers
- Two levels of Spanish dictionaries (including a 'High School ready' dictionary) are allocated to pupils by need
- Spanish links to songs within the Salford MFL planning document
- Each child has a Spanish based Duolingo account, which they can access at home
- Large and small maps, globes and sets of atlases appropriate to age groups.

Monitoring and Review

- The MFL subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Spanish. They also support colleagues in the teaching of Spanish, keep them informed of current developments, and provide a strategic lead and direction for the subject in the school.
- The MFL subject leader is responsible for monitoring and analysing each year groups assessment data throughout the year, and produce an action plan and annual review based on this information and any other information collected e.g. through learning walks.
- The MFL subject leader attends meetings (when available) with other primary schools in Salford to keep up to date with current practice. During these meetings, best practice is shared.