



C. E. PRIMARY ACADEMY  
(HANDSWORTH)

## FL Policy

Subject Champion: Maria Tabone

Date: November 2021

Date for Review: November 2023

## Holy Trinity CE Primary Academy Vision Statement

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

*“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11*

### 1. Intent

#### 1.1 Holy Trinity Curriculum

Our curriculum is about **bringing engagement, fun and enthusiasm** to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

#### 1.2 MFL at Holy Trinity

Our aim is to provide a tailored curriculum to reflect the children who attend Holy Trinity Primary. By the time our students leave us, they will be able to:

- Understand the value of learning an additional language
- To foster an interest in learning other languages
- To introduce children to another language in a way that is enjoyable and fun.
- To make children aware that language has structure, and that the structure differs from one language to another
- To help children develop their awareness of cultural differences in other countries
- To develop their speaking and listening skills
- To lay the foundations for future study

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Holy Trinity we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2

provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

### **1.3 Curriculum aims**

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- understand and respond to spoken and written language from a variety of authentic sources.
- are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- can write 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 range of writing in the language studied.

## **2. Implementation**

### **2.1 Curriculum delivery**

Children are introduced to French from Year 3 and receive a weekly 45-minute lesson. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to English. Lessons across the Key Stage support the skills of speaking, listening, reading and writing:

- We follow the primary online Language Angels MFL scheme of work.
- The language is taught by the class teacher which we consider to be important as the teacher can follow up throughout the week providing the constant revision needed for effective language learning.
- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content as well as by native French speakers within scheme that we follow.

### **2.2 Planning**

The school uses the online Languages Angels scheme. It provides teachers at all levels of French with a weekly plan, to ensure that French is taught with accuracy and confidence. A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the online scheme. Native French speakers are used, using key phrases and vocabulary, ensure that children are provided with further effective models of the language. Each teacher also has access to lesson plans, powerpoints, games and resources on the website. Further resources for use with the interactive whiteboards are also referenced in each lesson plan.

### **2.3 Teaching and Learning**

We recognise that language learning in its broadest sense has three core strands - **oracy, literacy** and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop knowledge about language (KAL) and language learning strategies (LLS) underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF).

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play, rhymes and songs, We frequently use pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation. We teach the four strands of speaking, listening, reading and writing and to understand basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching.

Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere. We make the lessons as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child.

- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

### 3. Impact

#### 3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for learning** is used:
  - daily within class to identify children needing support and adapt teaching.
  - weekly in planning meetings to assess gaps and address these immediately.
  - during marking to highlight misconceptions and identify next steps.
- **Summative assessment** is used:
  - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.
  - by the Senior Leadership Team and scrutinised through assessment trackers, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

**Please read this policy in conjunction with our *Assessment Policy*.**

#### 3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, book scrutinies, learning walks, lesson observations and pupil voice.

#### 3.3 Equal opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

We teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning

opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Teachers ensure their full involvement and engagement within lessons and the efforts and achievements of all children in the subject celebrated

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.