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**Lidget Green Primary School**

**Modern Foreign Languages Policy**

In Lidget Green Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for children. Children develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between Spanish and English. Learning another language raises awareness of our multi-lingual and multi-cultural world and introduces an international dimension to children’ learning, giving them an insight into their own culture and that of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

“Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The development of communication skills, together with understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a pupil’s own language.” National Curriculum, QCA, 2009

**Intent**

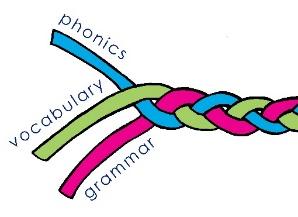
We teach our children Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of Spanish speaking countries and the knowledge to support confident communication in Spanish.

**Implementation**

**Planning**

We follow a scheme of work written by Rachel Hawkes at the Comberton Academy Trust and licensed for all schools. The scheme enables the children to progress in each aspect of their language learning ( Oracy , Literacy, Intercultural Understanding, Knowledge about Language and Language Learning Strategies).

**Teaching**

We teach three core strands of essential knowledge:

1. Phonics – the key components of the sound-writing relationship
2. Vocabulary – a set of the most frequently used words
3. Grammar – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)

Our KS2 children have a weekly Spanish lesson of 30 minutes. In addition, they re-visit and deepen their learning for 5-10 minutes every day with structured language tasks that practise retrieval, improve retention and embed learning in long-term memory. Further opportunities to recycle key vocabulary (e.g. numbers) and develop children’s confidence are often built into classroom routines including greetings, providing instructions, stating lunch preferences, registration, rewards and praise on a more regular basis, even just for a few minutes in the school day e.g. when children are lining up.

A detailed scheme of work with audio-enabled resources for every lesson is provided in order to minimise unnecessary teacher workload. Teachers may, if they wish, adapt the resources to support active engagement and meet different learning styles for different cohorts of children.

**Assessment**

Children are continuously assessed on the knowledge they are taught in lessons, whenever they are called upon to understand and/or produce language, without reference to resources. Summative assessments are made check to the specific phonics, vocabulary and grammar children have been taught and are recorded on the school’s tracking system, Target tracker, at each data point.

**Monitoring**

The subject leader will:

• ensure staff are fully aware of statutory requirements and their associated responsibilities in terms of policy and practice

* support staff in terms of access to the Scheme of Work and resources
* monitor the quality of teaching and learning
* draw upon advice, support and expertise where necessary and in order to improve provision
* liaise to organise training and support to develop teacher subject knowledge and expertise.

**Equal Opportunities and SEND**

All children irrespective of ability or special educational need, should be taught a foreign language. Every child has the statutory right to a broad and balanced curriculum.

A child with SEN should be actively encouraged to participate fully in MFL lessons with the necessary support and appropriate differentiation.

Teaching modern foreign languages is a vital way to directly address pupil perceptions and potential stereotypes. It allows us to actively promote positive attitudes and values towards cultural and or religious diversity and to directly tackle any form of cultural and negative stereotyping.

**Impact**

Impact is measured by ensuring children acquire appropriate age-related knowledge linked to the Modern Foreign Language curriculum.

Our children will:

* Develop linguistic and communicative competence in Spanish
* Extend their knowledge of how language works
* Explore similarities and differences between Spanish, any heritage languages our children have, and English

Approved by SLT

Date: 29th September 2022

Signed: Christine Moran