

# Modern Foreign Languages Policy



*'We can and we will'*

**GLEBE PRIMARY SCHOOL**

## **MODERN FOREIGN LANGUAGES POLICY**

### **Mission Statement**

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

### **Legal Requirements**

Modern Foreign Languages (MFL) are required to be included alongside the National Curriculum, which all maintained schools must provide for their registered pupils. The special status of MFL is important. Although not subject to the nationally prescribed targets, as other subjects, it still has equal status.

### **Introduction**

This policy will form the basis upon which we map out the guidance for French at Key Stage 2. It will outline the purpose and management of how French is taught and learned in our school and will inform new teachers of expectations, parents of our approach to languages and assist planning and promote development.

### **Aims and Objectives:**

The aims of the school and of the National Curriculum for MFL are to ensure that 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. A high-quality languages' education should foster children's curiosity and deepen their understanding of the world.

At Glebe Primary School, 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

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teaching of French in Key Stage 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3.

### **Implementation**

French lessons are planned and taught by the class teacher once a week. Consideration is given through medium-term planning as to coverage of four key areas of language learning at Glebe:

- (1) vocabulary
- (2) pronunciation, phonics, spellings
- (3) sentence building
- (4) knowledge about language.

Some lessons will include all of these four areas while others may focus on individual elements.

Much of the French curriculum is taught in the context of the following topics:

	<u>Autumn1</u>	<u>Autumn2</u>	<u>Spring1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer2</u>
<b>3 French</b>	Bonjour (greetings)	<u>En classe</u> (things we have/do in class)	Mon corps (the body) + start <u>Les animaux</u> (the animals)		Les <u>animaux</u> (the animals) + La <u>famille</u> (the family)	
<b>4 French</b>	Bon <u>anniversaire</u> (birthdays and things they get/want)	Encore (Describing characters + verbs <u>avoir</u> et <u>être</u> )	<u>Quelle heure est-il?</u> (What's the time)	Les <u>fêtes</u> (celebrations)	<u>Où vas-tu?</u> (where are you going?) and on <u>mange</u> (what do we eat)	
<b>5 French</b>	<u>Salut</u> <u>Gustave</u> (greetings, describing characters and verbs <u>avoir</u> et <u>être</u> )	<u>à l'école</u> (subjects and time)	La <u>nourriture</u> (food and things you like/want)	<u>En ville</u> (directions in the city)	<u>En vacances</u> (holidays) and <u>chez moi</u> (different rooms in a house)	
<b>6 French</b>	Le week-end	Les <u>vêtements</u> (the clothes)	Ma <u>journée</u> (daily routine)	Les transports (vehicles)	Le sport (sports) and recap most important things (greetings, time, directions and verbs <u>avoir</u> et <u>être</u> )	

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We advocate the use of the following principles:

### **Classroom Talk and Questioning**

The central mechanism in effective classroom talk is good use of questioning. Good teachers ask a large number of questions and both closed and open questions play an important role. While we should make deep knowledge the goal, shallow knowledge will always come first and without closed questions to check it, there is no point moving on to deeper concepts.

#### **Cold Calling:** (Based on Lemov's *Teach Like a Champion*)

*Principle:* All pupils should be involved in engaging with the teacher-pupil dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

*Practice:* No hands up. Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that involves all pupils, front, back, in the corners, shy, confident...everyone. It's not a one-off strategy; it should be routine and the default mode for most questions. It does not require the use of lollipop sticks.

#### **No Opt-Out:** (Based on Lemov's *Teach Like a Champion*)

*Principle:* Pupils should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, pupils should not be allowed to opt out by saying 'I don't know'.

*Practice:* If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer giving them a chance to now say the right answer. Highly effective teachers maintain an expectation that it's not OK not to try. They eliminate the option for pupils of opting out: muttering 'I don't know' or shrugging impassively when asked a question. There are five basic strategies for responding to pupils who get the answer wrong or cannot provide an answer:

**1.** You provide the answer; the pupil repeats the answer.

Teacher: In French, where are they going, Ryan?

Ryan: La ville.

Teacher: Ryan, they are going to the beach. Now you tell me. In French where are they going?

Ryan: Á la plage.

Teacher: Très bien, Ryan. Á la plage.

**2.** Another pupil provides the answer; the initial pupil repeats the answer. A variation is to ask the whole class.

**3.** After the pupil answers incorrectly, you provide a cue the pupil uses it to find the answer.

Teacher, "When I ask for the subject, I am asking for who or what the sentence is about.

Now, Ryan, see if that can help you find the subject."

**4.** Another pupil provides a cue, the initial pupil uses it to find the answer.

**5.** Another pupil provides the answer, the initial pupil repeats the answer and is then asked a question to apply this knowledge. This gives extra practice and also shows that the success was no fluke. Teacher, "Can you now also tell me the subject of the next sentence?"

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### **Checking for Understanding:**

*Principle:* Teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed. It's necessary to check for understanding from pupils to determine whether they understood what you meant.

*Practice:* After any exposition or question exchange with a particular pupil, ask a number of others to relay back what they have understood. Even if they are answering a question that someone else has already answered, it's valuable for others to be given a chance to offer their version, showing what they have understood and, in so doing, giving the teacher feedback about how successful the teaching has been. It's especially powerful to ask multiple pupils, often yielding various different responses which throw up subtle points for further teaching.

### **Probing:**

*Principle:* In order to explore a pupils' schema in any depth, teachers need to ask them several questions; asking several pupils one question each provides shallow responses compared to when each pupil has to provide multiple responses.

*Practice:* Aim to try 3-5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.

### **Say it again and try to...:**

*Principle:* It's normal for first responses to be half-formed as pupils think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to inhibit pupils when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.

*Practice:* When pupils offer a short, half-formed or partially incorrect answer, say, "Thanks, that's a great start....now say it again and try to..... "or "Try again but make sure you add in X and link it to idea Y" giving them an immediate opportunity to give an improved response. Modelling this for pupils is vital.

### **Think, Pair, Share:**

*Principle:* In pairs, all pupils have space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers, to rehearse. They are all involved and subsequent discussions then have lots of material to explore. It prevents 'blood out of stone' silences inhibiting discussion or calling out cultures taking hold.

*Practice:* Give the class a specific time-cued task – e.g. to decide on four main points in order of importance, in three minutes – get them all talking in pairs, with a reminder at after half the time has elapsed to allow their partner to talk, and then, on time, bring them back together with a signal. Then engage in probing, cold call questioning asking them to report back what their three points were.

### **Whole-Class Response:**

*Principle:* Sometimes it is useful or even essential to get a response from every single pupil at the same time. This provides quick feedback to you as the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as you respond to the feedback you gain.

*Practice:* Mini-whiteboards are quick and allow for responses to multiple-choice questions as well as practice sentences, calculations and diagrams. Set the question, give some response time and then, on cue ...3,2,1 Show Me.... pupils show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice.

**It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.**

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## **Knowledge Organisers**

French has a knowledge organiser for each half-term in every year group setting out the language that is the minimum that needs to be known, rehearsed and stored over time in the long-term memory, in order for pupils to become fluent in the material. The knowledge organiser can be used as a learning aid and should be introduced to pupils at the start of the half-term. It can then be used as an aid for quizzing through the term at school and at home.

Time should be given in lessons to revise from knowledge organisers from past terms and years for the benefit of spaced repetition.

## **Roles**

The **subject leader's** role is to:

- Support colleagues in the subject content and assist in developing the detail within each unit;
- Renew and update resources needed to deliver the curriculum, within budget restraints;
- Audit current practice;
- Develop assessment and record keeping, to ensure progression and continuity.
- Review policy documents, curriculum plans and schemes of work for the subject;
- Encourage staff to provide effective learning opportunities for all pupils;
- Develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject;
- Help colleagues develop their subject expertise;
- Evaluate and inform staff of all resources;
- Ensure standard formats for assessment and monitoring are being used;
- Analyse class, year group and whole school data and report findings to the Senior Leadership Team.

The **class teacher's** role is to:

- Ensure coverage of MFL (French) for their year group;
- Inform the subject leader of any resources needed to deliver the units before they arise in the curriculum;
- Plan and deliver lessons to appeal to all learners- to enthuse as well as educate the children in their class;
- Ensure lessons are covered in a respectful and culturally sensitive manner.

## **Resources**

It is useful, necessary and important to have the appropriate resources. Children should be taught to respect these items. The MFL resources are kept in the cupboard of the MFL lead's classroom.

**Reviewed: January 2021**

**To be reviewed: January 2023**