

Glynwood Community Primary School



Modern Foreign Languages Policy

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Mission Statement

Our school motto is 'Growing together at Glynwood'. We work as a team of staff and children to ensure everyone is supported and challenged to achieve their very best.

Our core values are: Resilience, Excellence, Support, Pride, Enjoyment, Creativity, Teamwork- spelling out a key word of 'Respect'. We are striving to create a diverse community that fosters mutual respect and social responsibility, enhanced by a strong partnership between home and school.

Rationale

At Glynwood we are keen to promote the study of a foreign language because of its relevant cognitive implications, for the intercultural educational value of language learning and for its increasing importance in the modern world. It is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place in it. At primary age children are still very malleable and receptive to learning a language and it is proven that a young child's brain is uniquely well adapted for language learning, especially in the first 10 years of life. We aim to broaden the children's cognitive skills and creativity and to improve their flexibility and adaptability as well as to recognize the importance of peace, respect and comprehension of different cultures in primary education.

We aim to continue to provide the entitlement to language learning for pupils at KS2 and to provide language learning opportunities where suitable into the curriculum for Early Years and KS1.

Aims

Pupils will develop specific knowledge of one language (Italian) learning words and structures that enable them to ask and answer questions, listen to, read and understand stories songs, poems and short texts, and to write from memory about themselves.

- To enable children to understand and communicate in another language
- To develop enthusiasm for language learning
- To develop language skills and language learning skills
- To give the children confidence in interacting with others
- To increase the children's European awareness
- To awaken an interest in foreign cultures and lifestyles
- To develop the children's understanding of themselves and their culture
- To encourage tolerance and a willingness to work cooperatively
- To give a sound start for further development at Key Stage 3 and beyond

Language Curriculum

Italian will be taught throughout KS2 by Stefano Di Felice, who is a native speaking Italian Teacher provided by the Italian Consulate General Education Department (2018-2024). Classroom staff will take an active part during Italian lessons to help support and engage the children.

Planning is designed to fulfil the requirements of the KS2 programme of study, and to provide learning experiences that engage, enthuse and motivate all our learners.

Planning ensures progression through the key stage. Italian was introduced to year 5/6 in the academic year 2018-19 and then extended to the whole Ks2 in academic year 2020-21. By the end of the academic year 2023-24 each year 6 cohort will have received 4 whole years of Italian teaching by the end of their primary school experience.

Stefano will hold a short informal planning meeting with each year group at the start of Autumn, Spring and Summer term to go through topic coverage with staff.

Steph Hancock (MFL Lead) and Stefano will also meet at the start of each term to discuss coverage and evaluate/reflect on Italian teaching across the school.

In line with the framework guidelines all pupils learn languages for no less than 60 minutes per week.

In addition, there are opportunities for the learning of additional languages in our annual whole school Italian Day which takes place in the Spring term.

Language teaching methodology

Children are given regular opportunities to listen to, join in with, read, speak and write in Italian. In the early stages of language learning children are learning to tune into and learning how to produce the sounds of the language. They then begin to develop the ability to form simple sentences of their own when speaking. As learning develops the children become more confident in writing in Italian. A variety of resources are used, including ICT, games, information finding, songs, Total Physical Response activities and quizzes to stimulate interest and general literacy and other learning skills. There are clear links with Literacy, particularly through the teaching of grammar. Simple role plays and group dramatization activities are used to encourage speaking in a relaxed context.

Assessment, Recording and Reporting

Assessment in languages is primarily to inform and support teaching and learning, enabling planning to be refined to meet children's developing needs. Each child will have an Italian exercise book in which a record of evidence of work can be kept. Books are marked in line with the school marking policy. Assessment methods include regular systematic observations and multiple oral activities that are a chance of assessment and consolidation at the same time. A quiz testing the four language skills is proposed in the Summer term and it is both a chance of self-assessment (for the children) and assessment (for the teacher).

Class teachers will then use the European Framework levels to track progress (working towards, expected, above expected). This can be done in consultation with Stefano at the termly planning meetings.

The MFL lead and Stefano will be evaluating and adapting this at the start of the academic year (2021-22) to ensure that it is the most effective method of assessing languages.

Embedding languages in the curriculum and exploiting opportunities

Children learn a new language more effectively when they have frequent exposure to it. As staff members become more confident there will be opportunities to embed familiar Italian phrases and greetings into the daily routine.

Italian Day is a planned and celebrated event each year. Each year group will be given a specific challenge and will be provided with opportunities to develop Italian oral skills throughout that day. This day also provides a fantastic opportunity to delve into Italian culture through food and music.

Where there is a natural link Italian should be included in a cross curricular approach.

Possible links with other subjects:

English - knowledge about language, development of speaking and listening skills, knowledge and understanding of grammar and sentence construction.
Opportunities to compare other languages with English.

Maths - numbers and counting in other languages

Science - environmental factors in different countries, comparisons between school environment and other countries through email and the use of internet, work on parts of the body and life cycles.

ICT - e-mail contacts with schools abroad, materials from the Internet and satellite television, video and audio, presentation of work and data, word-processing.

Geography - children can locate the country or countries where the language/languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture.

History - Cultural and language activity linked to specific periods of history

Music - Learning songs in the language and performing them, rhyme and rhythm in songs and in words and phrases, comparing English examples with those of other cultures, famous singers, musicians and composers from other countries.

Technology - designing and making things e.g. bookmarks, birthday cards

Art - techniques e.g. line drawings used in display work. Learning about the artists of other countries and their paintings

P.E. - using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.

R.E. - international or multicultural work, celebration of festivals, storytelling, calendars, customs

P.S.H.E. - knowledge of other countries and cultures, sensitivity to difference, consideration of 'others', the multilingual society, learning respect for themselves and for others through learning to appreciate the cultural diversity within a multicultural society

Inclusion

At Glynwood we firmly believe in the value of language learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive and inclusive images are used when promoting languages being spoken and on displays. Differentiated approaches are used during classroom teaching to ensure all learners in the classroom make suitable progress.

Involvement of parents/carers and the community

School values the vital contribution of parents/carers in the language learning process. By simply being asked to share or even to 'teach' it to a relative or sibling provides an ideal opportunity for the new language to take root in a child's long term memory.

Information about the languages curriculum should be given to parents and guardians on request.

Any opportunities that arise to involve members of the community who speak a different language, if they wish, should be encouraged.

Policy updated July 2021 by Steph Hancock, MFL Subject lead, in consultation with Stefano Di Felice (Italian Teacher)