

JUNE 2020



MODERN FOREIGN LANGUAGES POLICY

HORIZONS EDUCATION TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE PE29 1TQ

1. RATIONALE

We recognise that a high-quality modern foreign languages (MFL) education fosters pupils' curiosity, deepens their understanding of the world, is a liberation from insularity and provides an opening to other cultures.

2. AIMS

At Spring Common Academy we follow a values-driven curriculum.

As part of our curriculum offer, MFL allows us to:

- Develop pupils' communication and literacy skills.
- Develop pupils' linguistic competence, extend their knowledge of how language works and explore similarities and differences between languages.
- Enhance pupils' awareness of the multilingual and multicultural world, adding an international dimension to learning.
- Enhance cross-curricular links and reinforce knowledge, skills and understanding developed in other areas.

3. LEGAL REQUIREMENTS

We recognise that there are statutory programmes of study and attainment targets for languages at Key Stages 2 and 3.

Our curriculum offer reflects this requirement and takes into account the reasonable adjustments required for pupils with significant learning difficulties.

4. TEACHING AND LEARNING

Spring Common Academy explicitly introduces languages before the end of Key Stage 2 through informal curriculum time and celebrations. During Year 6, MFL is introduced as a timetabled subject in the summer term. It continues to be timetabled through to the end of Key Stage 3.

For pupils who are following pre-formal and semi-formal learning pathways, MFL learning comes through learning about other countries and cultures. This includes through themed international days, songs, foods, and traditions.

Teachers are encouraged to integrate references to different languages and cultures at every available opportunity.

For pupils following a formal learning pathway, half-termly medium term planning is available. The materials in school relate to French and France. Progression is planned for over a cycle of units of work. In Key Stage 2 this begins with a simple introduction to France and French. In Key Stage 3, the focus is on speaking and listening, with some writing and reading where relevant.

Language learning activities are planned in such a way so as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Children may work individually, in pairs or in groups depending on the task.

Where a teaching team have detailed knowledge of another language and culture, for instance Greek or Spanish, then the planned work may be adapted in light of this, with consent from the Senior Management Team.

See Appendix 1 for considerations when working with pupils who have autism spectrum conditions.

5. MONITORING AND EVALUATION

Progress in MFL is not formally recorded or reported. Continuous assessment is carried out in relation to related areas such as communication and literacy.

Please see the Assessment Policy for more information.

The Modern Foreign Languages Policy and subject delivery will be monitored by the Senior Management Team and identified staff as part of the agreed program of monitoring for the academic year.

Appendix 1

TEACHING MODERN FOREIGN LANGUAGES TO CHILDREN WITH AUTISM SPECTRUM CONDITIONS (ASC)

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

In modern foreign languages to students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example, learning to buy a drink in a café as opposed to learning vocabulary.
- A preference for visually as opposed to orally presented materials, for example, matching written vocabulary to objects or pictures.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling vocabulary especially sequences such as numbers or days of the week.
- A strength in understanding visuospatial relationships, for example, labelling diagrams of physical objects such as body parts, matching puzzles.
- Difficulties in abstract thinking, for example, recognising that a different language has a different phoneme to grapheme relationship.
- Difficulties in social cognition, for example, turn taking, conversational activities, oral presentations, understanding relevance to them.
- Difficulties in communication. Many people with ASC are reluctant writers, some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.

Students with ASC are often helped by:

- Visual structures and support
- Small steps and repetition
- Regular routines and extending learning by building on what is already known
- Reduced language usage and great clarity
- Sorting, matching and labelling activities

Policy agreed on: _____

Signed on behalf of the Trustees _____

Committee: _____

Author: _____

Review date (optional): _____

Website Y/N