

JANUARY 2015



MODERN FOREIGN LANGUAGES POLICY

**SPRING COMMON ACADEMY TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**

Spring Common Academy Trust believes the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils.

AIMS

- To develop pupils communication and literacy skills
- To develop linguistic competence, extend their knowledge of how language works and explore differences between the target language and English.
- To develop linguistic competence, extend their knowledge of how language works and explore differences between the target language and English.
- To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others.
- To provide a medium for cross -curricular links and for reinforcement of knowledge and transference of skills and understanding developed in other subjects.

LEGAL REQUIREMENTS

It is currently required to teach a Modern Foreign Language from the end Key Stage 1 onwards through to the end of Key Stage 3. Spring Common Academy introduces languages before year 6 through informal curriculum time and celebrations. At year 6 language is introduced on the timetable and continues through to the end of Key Stage 3 after which it is not required.

TEACHING AND LEARNING

As learning a modern foreign language has become mandatory for key stage 2 in the new curriculum it is the view of Spring Common Academy Trust that this be encountered through learning about other countries. The main medium for doing this is through themed international days throughout the year. Other mediums include songs, foods, and other cross curricular activities where the pupils have the opportunity to learn about a foreign language. Teachers at key stage 2 are encouraged to integrate different languages at every available opportunity.

French in Year 6 is a simple introduction to France and French, taught by the class teacher, resources are often edible and provision is made for this in the budget. The lesson is held for the six weeks of the second half of the summer term replacing Computing (which is explored in other areas of the curriculum) for this time.

French is taught to Key Stage 3 pupils for one lesson per week. Lessons may be led by the subject co-ordinator or the class teacher, dependent on time-tabling. The teaching focus is towards 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.

As per the long and medium term plans there is a cycle of units of work that are covered over the three years of Key Stage 3. Resources for these topics are kept in marked boxes in the Resources room. Teachers may access them as required for the teaching of French. There are some structured tasks included in these resources boxes to help students with ASC as per the description below.

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

ASSESSMENT

Assessment is carried out on a continuous basis using Pre-national curriculum, and national curriculum whole levels of progress. Each unit of work contains tasks which can be used for assessment purposes. A piece of work will be kept on a termly basis in workbooks to be used as records of progress.

MONITORING AND EVALUATION

Monitoring of student progress is carried out by the teacher teaching the class. Occasional monitoring of teaching will be carried out by the subject coordinator. An informal comment will be included in reports to parents about their child's progress in French lessons.

The Modern Foreign Languages Policy will be monitored by the MFL Coordinator and SMT

Policy agreed on: JANUARY 2015

Signed on behalf of the Trustees _____

Committee: CURRICULUM

Author: _____

Review date (optional): _____

Website **Y**/N