



THE SPIRES FEDERATION

OUR CORE VALUES ARE: Success, Honesty, Inspiration, Nurture and Everybody

Curriculum Drivers: Communication and Language, Aspiration and Well-being

Our Mission:

The Spires Federation is a nurturing family of small schools that are committed to excellence. We inspire all of our pupils to enjoy learning, make outstanding progress and achieve their full potential.

‘Opening Doors, Opening Minds’

Modern Foreign Languages Policy

GOLDEN THREAD	TO FOSTER LOCAL AND WORLD-WIDE KNOWLEDGE	TO BE RESPONSIVE TO AN EVER-CHANGING WORLD	TO DEVELOP CONFIDENT, INQUISITIVE, INDEPENDENT AND RESILIENT LEARNERS	DELIVER SHARED LEARNING OPPORTUNITIES, IMPACTING ON A WIDER AUDIENCE TO MAKE A VALABLE CONTRIBUTION IN A 21st CENTURY BRITAIN	TO VALUE EMOTIONAL PHYSICAL AND MENTAL HEALTH AND WELL BEING
INTENT	Languages are for life – our curriculum drivers of communication and language sit at the heart of our French lessons. At The Spires Federation, languages are seen as a unique part of all our pupils’ education as languages are part of the cultural richness of our local community and the wider world in which we live and work. As we develop communication and language skills, we enable children to inspire to develop mutual understanding, a sense of global citizenship and personal fulfilment and success. Our children learn to appreciate different countries, cultures, communities and people through an inspiring, engaging and well sequenced learning experience. It is our intention that all pupils can develop the understanding and communication skills required to speak, read and write in another language in order to pursue possible employment opportunities or simply enjoy leisure and cultural activities anywhere in the world. Our vision is to promote and unlock cultural awareness, inspiring everybody to be successful global citizens of the 21st century.				
U n d	High Expectations	Modelling	Research/Evidence	Vocabulary	

	<p>Teachers to use the skills development overview document to identify the expectations for each year group for the MFL programmes of study.</p>	<p>https://www.languageangels.tv/how-to/ Teacher 'how to' videos on website to model good practice and how to use the Language Angels programme.</p> <p>All lessons are based around our interactive PowerPoint presentations - with all instances of the language pre-recorded using a native speaker and fully controlled by the teacher.</p> <p>Teacher Support Notes give a full commentary as to exactly what you need to do to deliver brilliant lessons. They include:</p> <p>A detailed breakdown of exactly what is on each slide of the PowerPoint.</p> <p>Details of the key language introduced in each of the slides.</p> <p>Hints and tips to ensure you get the most benefit, enjoyment and success from lessons.</p>	<p>Research in Primary Languages: https://ripl.uk/research/ This White Paper is the outcome of the RIPL Primary Languages Policy Summit, which took place on Friday 23rd November 2018 at the British Academy in London. The Summit gathered together under the Chatham House Rule key players in policy making and leading practitioners and academics from across the country. Summit participants discussed briefing papers circulated beforehand, position statements and presentations of current and best practice. The views and contributions of all the Summit participants were taken into account in elaborating a strategy to overcome some of the challenges currently faced by primary schools in delivering the statutory requirement for languages. https://ripl.uk/wp-content/uploads/2019/08/HolmesMylesWhitePaperSummary.pdf</p>	<p>Core vocabulary section of the website: https://www.languageangels.com/schools/index.php/units?lid=MQ==&tid=NQ==</p> <p>We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.</p> <p>We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.</p> <p>We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.</p>
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IMPLEMENTATION	<p>Our Languages curriculum is based around the development of our chosen core language – French. We use ‘Language Angels’ scheme of work and resources to support teaching across Key Stage 2. Through a carefully planned and sequenced series of lessons, as well as an enrichment programme to enhance learning and personal experiences, we ensure that all children have full access to our MFL curriculum.</p> <p>Whilst ‘Language Angels’ is our basis, teachers plan creatively with a heavy focus on both speaking and enjoyment. This sequential programme encourages all areas of language acquisition, which are considered to be:</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Grammar <p>The National Curriculum programmes of study are fully covered by our Languages curriculum.</p>
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	<p>Pupils are assessed in their French skills and knowledge of French on an ongoing basis. Assessment for learning has been embedded within each lesson with constant feedback and reflection opportunities to further the pupils learning and inform teacher's future planning.</p> <p>Enrichment in this area includes our work with the International Schools programme, run by The British Council, World Hello Day and other international links that help enlighten our pupils, helping to achieve our vision to develop global citizens who love to learn languages!</p>			
	<p>SEN</p> <p>We ensure children with SEN have individual needs met in a range of different ways. This includes:</p> <ul style="list-style-type: none"> - Printing key vocabulary for each unit for work and having this at the beginning of the unit, stuck in to exercise books. - Clear modelling by the class teacher, with opportunities for paired and group work to repeat word, phrases and sentences aloud. 	<p>EVIDENCE IN KNOWLEDGE</p> <p>Children use the exercise books to keep these in to go throughout the school</p> <p>Units are progressive within themselves as subsequent lessons within a unit build on the language and</p>	<p>EVIDENCE IN SKILLS</p> <p>Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which</p>	<p>OUTCOMES</p> <p>Use of Language Angels tracking and progression tool to monitor progress:</p> <p>Each pupil should complete the revision lesson and then complete their End Of Unit Skills Assessment questions (all provided in lesson 6 of each Language Angels unit). Their scores can then be entered into the Language Angels Tracking & Progression tool by the teacher. The Tracking & Progression tool will then</p>

	<p>INCLUSION</p> <p>French is an inclusive subject with all children being able to succeed. We develop interest and engagement through the interactive sessions provided by the Language Angels programme and each school has an extra-curricular French Club for those children who have a particular interest.</p> <p>Each unit and lesson will have clearly defined objectives and aims.</p> <p>Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.</p> <p>Lessons will incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.</p> <p>Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.</p> <p>Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.</p>	<p>knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge. .</p>	<p>learning and progression in each skill can be demonstrated.</p> <p>Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.</p>	<p>enable teachers to generate reports showing class progression against the 12 teaching targets stipulated in the DfE Key Stage 2 Languages Programme of Study as well as individual pupil performance in each language learning skill. They will also be able to describe performance using the performance bands detailed above.</p>
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Impact

As a year 6 transitioning to secondary school, we aspire that pupils will be able to speak and write about simple French greetings, numbers, animals/pets and hobbies they participate in. Pupil conversations show us that as a consequence of our recent developing language provision, our children are freshly inspired and motivated to become bi-lingual or multi-lingual pupils.