



Chad Vale Primary Foreign Languages Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Nikki Latham
School adoption date:	September 2024
School's review date:	September 2026

CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 7: We have the right to a name and a nationality.

Article 13: We have the right to information.

Article 14: We have the right to choose our own religion and beliefs.

Article 30: We have the right to use our own language.

FOREIGN LANGUAGES POLICY STATEMENT

At Chad Vale we teach a foreign language to all Key Stage 2 children as part of their normal school curriculum on a weekly basis. Our intent in teaching languages, is to foster a love for the subject and highlight the importance of being able to communicate with others around the world. Through the teaching and learning, we aim to ensure that children are capable of 'thinking like a linguist' and using tools and skills to learn independently. When children leave Chad Vale for their secondary schools, they will have a strong foothold in the basics of Latin based languages and key skills which will enable them to approach other world languages confidently.

The teaching of Spanish at Chad Vale will address these areas of learning:

- * listen attentively to spoken language and show understanding by joining in and responding
- * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- * speak in sentences, using familiar vocabulary, phrases and basic language structures
- * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*



- * present ideas and information orally to a range of audiences*
- * read carefully and show understanding of words, phrases and simple writing
- * appreciate stories, songs, poems and rhymes in the language
- * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally* and in writing
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

(National Curriculum, 2013)

THE NATIONAL CURRICULUM 2014

As of September 2014 the government stated that all primary schools in England and Wales must provide a language to all Key Stage 2 pupils.



PLANNING

Lessons for our Spanish curriculum are planned by teachers with specialisms in the language. Formal assessment and assessment for learning are used to ensure that progress is measured and built into lesson plans. While Chad Vale do not subscribe to a known scheme as such, elements of schemes such as The Primary Languages Network, LCP and Light Bulb Languages have been used where appropriate. Some lessons also incorporate the use of an online platform called Linguagenut, to enhance learning and ensure regular retrieval of previously learned knowledge and skills.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language;
- examine aspects of life in another culture;
- use grammatical conventions.

CROSS-CURRICULAR LINKS

Links are made with other areas of the curriculum and Spanish where possible and teachers are asked to make use of children's Spanish learning in their everyday practice. Links to English grammar are always referred to when teaching Spanish grammar, for example.

Other examples of this could be, children answering registers using Spanish vocabulary, displaying the date and other key vocabulary in Spanish. Encouraging further development of children's language skills in other areas of the curriculum is maintained throughout the school. Cross- curricular learning is always used during our annual Spanish day celebrations and is an effective way to add to cultural capital and build progress in the 'Intercultural Understanding' area of MFL assessment.

TEACHING METHODS AND APPROACHES

We base teaching on the guidance material in the Framework for MFL and using where appropriate, materials from schemes of work for modern foreign languages. We also use various CD ROM's, dual language books and a host of other authentic resources which can be found in the languages resources cupboard.

Whilst we predominantly follow aspects of the PLN scheme, lessons are adapted to the context of our school and the abilities of our children. We base the teaching and learning of new vocabulary on the '3 P's' methodology, (presentation, practise and production) and use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play and songs.

When possible we use confident Spanish speakers in the classroom (such as native Spanish



speakers), in order to expose the children to more than one voice in the foreign language as well as using DVD's, interactive resources and CD's. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise listening and speaking skills in line with the curriculum, however, reading and writing skills are taught alongside this during lesson time. After four years of language learning most children will be able to read and write short passages of familiar Spanish, will have an understanding of some Spanish culture, will have a basic understanding of some language structure, which they can apply to another language, will be able to hold a short, simple conversation and understand a range of familiar language.

We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative, in line with our behaviour policy.

Spanish exercise books are used in lessons as a scaffolding tool. They offer opportunity to create a 'learner handbook' which can be drawn upon whenever needed. In Y3 children begin to create vocabulary and phrase banks while beginning to learn the language. As they progress, grammatical learning is also recorded in books. Throughout the key stage, learners also use them to complete tasks and activities based on the current unit of work.

ORGANISATION

Spanish is offered to all Key Stage 2 children for approximately 60 minutes per week. In Year 3 this could be done as two half an hour lessons. The classes are taught either by the languages co-ordinator for the school or another teacher who has a good level of knowledge of the target language.

Each KS2 classroom is to have a designated Spanish display with relevant vocabulary and grammatical conventions highlighted and teachers are asked to utilise the children's Spanish knowledge wherever possible in other areas of school life, for example during registration.

ASSESSMENT AND RECORD – KEEPING

We assess children's progress formatively in order to ensure that they are moving forward in the learning process. This is done informally during the lessons in order to evaluate what the children are learning and to inform teaching.

Assessment in MFL is structured on The Common European Framework of Reference for Languages, providing clear progress through the key stage. At Chad Vale, we have also added a grammatical element to our formal assessment, matching the abilities of our learners. There are 6 key areas of assessment:

- listening
- speaking
- reading
- writing
- grammar
- intercultural understanding

In lessons, teachers assess learners using Whole Class Marking and Feedback pages. Any notes on specific children or learning in general are made here and used to inform during the



next lesson, and any formal assessment. Regular verbal feedback is given to pupils during lessons, and some notes from previous lessons are shared with learners in order to ensure progress is made. Spanish books may not be formally marked by teachers but are monitored lesson to lesson where necessary (in writing lessons for example) and feedback is given to pupils.

We also use target booklets during lesson time, whereby children have the opportunity to assess themselves based on given objectives. These are then agreed by the teacher who helps children to set targets based on objectives from the next level.

Children will fill in self-assessment sheets at times to monitor their own progress and feed back to teachers. Alongside this, video footage will be taken during lesson time in order to evaluate the learning of low, medium and high ability learners.

Children are formally assessed on Educater at the end of each half term. This will be done against the progression pathway created using The Framework for Languages.



MONITORING/ EVALUATION

We monitor the learning and teaching of Spanish in the same way that any other curriculum subject is monitored in school. SLT leaders and other interested colleagues will make interim observations and support the teaching and learning of the target language. Interviews with children and book trawls may also take place on occasion.

TRANSITION

Children are made aware of their position in relation to languages upon leaving Chad Vale. They are able to take any language resources or learning with them to new secondary schools as a basis to work from. Year 6 teachers will also liaise with secondary schools and pass on relevant information.

INCLUSION AND EQUAL OPPORTUNITIES

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as greater depth. Additional support is given and created for pupils with additional needs in the form of scaffolding, for the most part. In some lessons, clearly differentiated tasks may be necessary. On occasion, an alternative task may be given to a child where the WALT for the lesson is unachievable for them, based on their current attainment level. If this is the case, teachers will endeavor to ensure that work is chosen surrounding the unit or theme of the learning, for that half term, if possible.

In circumstances whereby it is felt that learning a foreign language is inappropriate for a particular child, due to specific learning needs, children may be requested to be exempt from learning Spanish in order to focus on developing English skills, with a teaching assistant or another teacher.

We challenge our more able children to extend on previous learning and combine it with new vocabulary or grammatical concepts and apply this to a range of contexts. They are expected to be able to create more complex sentences in speaking and writing and hold a conversation confidently. In reading, more able children are expected to use clues in the text to infer meaning of vocabulary which may not already be known to them.

Grammatically, these children are given opportunity to understand the concepts surrounding verbs and apply them in different scenarios, when speaking, listening, reading and writing.

Policy agreed on: 1.7.24

Chair of Governors: Matt Cawsey

