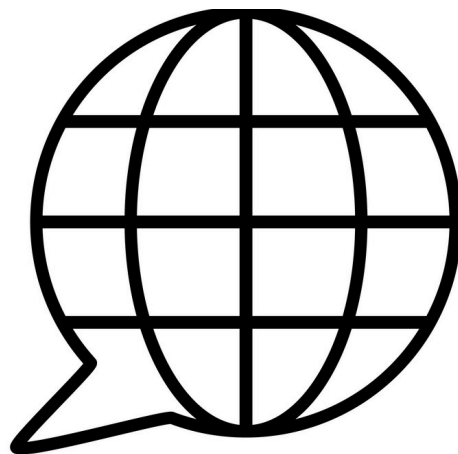




Rosehill Junior School

Modern Foreign Languages Policy

November 2024



Last updated: 24th November
2024



Statement of Intent

At Rosehill, our intent is to provide all children with a high quality education of Modern Foreign Languages that allows them to develop a love of learning about languages other than their own, and the cultures that shadow alongside it. We also want to provide a wider understanding of the wonderful world around them. We aim to build on children's cultural capital so that children develop a knowledge and understanding of the rich diversity between cultures in our community, the UK and wider world. Through high-quality language planning, children will be able to express themselves in another language. The ultimate aim is that pupils will feel confident engaging in spoken Spanish, develop skills in reading, listening and writing, and know how important languages will be in their future.

At Rosehill we want our language teaching to provide children with a love for other areas around our world and give them the foundation for learning further languages, equip children to explore, study and work in other countries.

Statement of Implementation

Our MFL curriculum is delivered through use of the National Curriculum supported by a clear skills and knowledge progression. At Rosehill, teachers use the scheme 'Languages Angels' to support their planning and delivery. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that whilst children are at Rosehill, they learn progressive skills, also known as the 5 key language skills, rather than just being able to recall words in Spanish. We ensure that where possible, children experience real life situations where they would be required to use a second language.



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1. Introduction

At Rosehill, we recognise that learning another language is not only an important skill but an entitlement to all children in key stage 2. We are committed to the principle that learning another language helps foster a curiosity and a deeper understanding of other cultures and the wonderful world around them.

Learning a foreign language opens many doors for our children, we provide the basis for learning other languages, which in turn will provide important opportunities for future study and work in other countries.

At Rosehill Junior School, the children are taught how to speak, understand, listen, read and write in Spanish. Spanish is the second most spoken language in the world, thus making it a very useful language for those who want to travel and experience other countries. It also can be used as a 'gateway' to learn other languages as it has many similarities to Italian, French and Portuguese.

2. Aims

At Rosehill, our aims are:

- To develop the confidence and competence of each child in Spanish.
- To encourage children to be passionate, curious and confident about their own foreign language learning abilities.
- To develop children's ability to understand what they hear and read which enables them to express themselves in speech and/or writing.
- To extend their knowledge of how language works and explore the similarities and differences between Spanish and English.
- To strengthen their sense of identity through learning about the culture in Spain and in other countries whilst also comparing it with their own.
- To Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

3. Curriculum

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2. Teachers plan their lessons using the '*Language Angels*' scheme of work and can supplement this with their own ideas and experience. The lessons are designed to motivate,



captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

Children develop and demonstrate substantial progress by learning through the five key language skills:

- Speaking
- Listening
- Reading
- Writing
- Grammar

Each class aims to teach at least 45 minutes of Spanish each week for 3 half-terms per year. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. Each lesson will focus on a combination of the 5 key language learning skills.

More information on our curriculum and progression can be found here: [RJS Whole School Coverage and Progression](#)

22/23 coverage can be found here: [22/23 Coverage](#)

5. Spiritual, Moral, Social and Cultural opportunities

MFL is an excellent vehicle for developing children's spiritual, moral, social and cultural opportunities. Discussions will take place about culture in England, Spain and around the world. Popular Spanish festivals will be shared with children in assemblies and the impact that these different events have on the lives of Spanish people deepen the children's ability to understand and understand culture across the globe.

6. Role of Coordinator

The MFL coordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of the curriculum structure, scheme and units, as and when, necessary.
- Identifying training needs of staff through monitoring and book scrutiny.
- Acting as a consultant to colleagues on resources, curriculum changes, classroom teaching ideas and the overall development of Spanish at Rosehill.



- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

7. Health and Safety

The School's policy for visits and excursions will be adhered to for all trips along with the health and safety policy. This is supplemented with county guidance concerning Educational Visits.

8. Continuity and progression in learning

To ensure continuity and progression for all pupils, the curriculum is carefully organised into specifically chosen units that ensure national curriculum compliance. As children progress through Rosehill they also progress through the units. Units are selected for each year group, but can be subject to change by the subject leader to ensure accurate progression through the school.

9. Assessment

The MFL coordinator will oversee teachers' planning and continually monitor pupil's work. Children's workbooks will follow them through school to show progression. At the end of each unit, the 5 key skills will be assessed by the class teacher using the '*Languages Angels*' end of unit assessments which is clearly identified in children's books on coloured paper. Children are also given the opportunity in most lessons, to take part in low stakes assessments usually through games on the '*Languages Angels*' application. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level at the end of the year using the children's assessments. Examples of each level will be kept (speaking recorded on school I pads).

Assessment will be undertaken using the following methods:-

- observation of pupils speaking in Spanish
- talking with and listening to pupils speak and read in Spanish
- marking written work
- self-assessment
- peer assessment



10. Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Spanish. Please refer to the school's equal opportunities policy.

11. SEN

At Rosehill, we recognise that children learn in a variety of different ways. We acknowledge the need to offer an inclusive education for children with special educational needs and to make learning accessible for all our children. Our aim is to remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Teachers will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. In order for our children to achieve success, we adapt and scaffold tasks and teaching, where necessary, to assist the children's learning. This can be seen through the following measures:

- learning outcomes
- Tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.