

Castle School



Modern Foreign Languages

The Modern Foreign Language taught in Key Stage 3 at Castle School is French.

Philosophy

The main focus of our teaching is to introduce pupils to France and the French way of life and to develop pupils' communication skills. Learning a modern foreign language helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities. Meeting people from other countries and cultures helps to broaden pupils' horizons by experiencing new and different languages and cultures. Learning the basics of a foreign language helps pupils to extend and develop their language and communication skills and can enhance self-esteem.

Aims and Intentions

The teaching of MFL at Castle School aims to offer the pupils the following opportunities:

- To ensure pupils experience success in learning French.
- To enable pupils to work individually and in cooperation with others in French.
- To improve pupils' general learning. (e.g. memory, use of dictionary etc.)
- To become more aware of themselves as citizens of the world, as well as in their own immediate environment and society.
- To encourage positive attitudes to foreign language learning, to speakers of foreign languages and to other cultures.
- To become more aware of language, sounds, smells, tastes, images and artefacts from other countries and cultures, by working with materials from other parts of the world.
- To become more familiar with the sounds of a MFL and use a range of methods which develop speaking and listening skills rather than relying on the written word.
- To support their learning in other subjects, for example, English or Geography.
- To develop listening, concentration and social skills through partnership and group work.

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Teaching and Learning:

National Curriculum

The teaching of Modern Foreign Languages is guided by the National Curriculum guidance and other curriculum guidance that seeks to secure access and entitlement to this subject for pupils and students with special educational needs.

Entitlement and Access

There will be effective learning opportunities for all pupils, through:

- Support in learning to understand, read and write in MFL, including the use of ICT, particularly when they are unable to express themselves orally.
- Alternative communication systems, such as signing or symbols, to develop language skills and understanding,
- Help in learning to distinguish between the sounds of the target language, to compensate for difficulties in hearing.
- Support to compensate for difficulties in seeing visual cues or gestures, when developing conversational language.

Enrichment of the Curriculum

Trips are made to a local coffee shop, where the staff speak in French and the pupils have to order in French.

Tasting of French food is always enjoyed - taking great care to see that food allergies are noted.

Learning Approaches

Responding to pupils' diverse learning needs, we are aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn.

We create an effective learning environment by making sure that:

- The contribution of all pupils is valued.
- All pupils feel secure and are able to contribute appropriately.
- Stereotypical views are challenged and pupils learn to appreciate and view positive differences in others, whether arising from race, gender, ability or disability.

A range of approaches are taken within teaching and learning including

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- Practical activities in every lesson;
- Opportunities to develop sensory and communicative activities in every lesson;
- Community links.

MFL provides opportunities for pupils to develop key skills of:

Communication: through developing their awareness of the way language is structured and through reinforcing learning with listening, reading and using grammar correctly.

Improving own learning and performance: through developing their ability to redraft work to improve accuracy and presentation.

Thinking skills: through enabling pupils to reflect on the links between languages.

Work-related learning: opportunities to cover work-related contexts within the topic of the world of work.

Development of Key Skills

MFL provides opportunities for pupils to develop Key Skills through:

Application of number: Through talking and writing about the time and measurement in the target language, and also knowledge of different currencies and exchange rates.

IT: Through using the internet to access and communicate information, and to create presentations for different purposes. Pupils could communicate by e-mail, with speakers of the target language, in school or with pupils in other countries.

Problem Solving: Through developing the ability to apply their knowledge, for specific communication purposes.

English: Structure of grammar - how to apply it to the target language; to use their knowledge of English, when learning the target language; to use context and other clues to interpret meaning.

The importance of modern foreign languages

Through the study of a foreign language, pupils understand and appreciate different countries, cultures, people and communities - and as they do so, begin to think of themselves as citizens of the world as well as of the United Kingdom.

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similarities and differences between the foreign language they are learning and their own language. They learn how language can be manipulated and applied in different ways. Their reading and memory skills improve, and their speaking and writing become more accurate.

When developing cultural diversity, pupils can consider their own culture and compare it with the culture of the country where the target language is spoken.

Pupils should be able to work with authentic materials in the target language, including some from ICT-based sources - e.g. newspapers, magazines, books, video texts from the internet.

Pupils should be able to consider the experiences and perspectives of people in the country of the target language.

Pupils should have the experience of communicating with French speakers - e.g. in person or by correspondence.

Organisation and Planning

In Key Stage 3 pupils receive one lesson a week and the programme of study is modified to ensure all pupils are given appropriately challenging work. Pupils will work in a range of contexts and topics adapted to suit individual interest and motivations. The right of all pupils at Castle School to take an active part in lessons is respected and this is reflected within the range of activities that occur during French lessons. There is no homework.

Assessment Recording and Reporting

This subject is assessed, recorded and reported in line with the schools assessment recording and reporting ARR Policy. Further details can be found in the policy document.

Assessment in MFL is ongoing and related to planning. The emphasis in the MFL scheme of work is on speaking and listening. Pupil progress is monitored carefully during lessons and the aim is to hear every child speak, during every lesson.

The Annual Review contains a report for each pupil outlining the progress they have made in French over the year, as well as the work covered.

Health and safety

Health and Safety includes an awareness of Food Allergies, if we have any Food tasting.

Outside visits are Risk Assessed.

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Setting Targets for Learning

Targets for learning are set to:

- Build on pupils' knowledge, experiences, interests and strengths, to improve areas of weakness and demonstrate progression over time.
- Be attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

To help pupils with communication, language and literacy provision is made through:

- Using texts that pupils can read and understand.
- Using large print and symbol text.
- Using I.C.T.
- Using translators, communicators and amanuenses
- Planning appropriate amounts of time, to allow for the satisfactory completion of tasks.

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This subject is assessed, recorded and reported in line with the school ARR Policy. Further details can be found in the policy document.

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A report for each pupil outlining the progress they have made in French over the year as well as the work covered, is completed in the Summer Term.

Resources

A wide range of resources are used for speaking, listening, reading and writing exercises. For each topic we use a variety of flash cards, symbols to present the work in a variety of different ways that are suitable for all our pupils.

The subject co-ordinator is Margarete Brenton. She will monitor the delivery of the curriculum across the school and will provide the staff with advice and support. She will maintain an up to date list of available resources.

Monitoring and Evaluation

This policy will be reviewed by the SMT/Governors every two year