

# **Childwall Abbey School**

## **MODERN FOREIGN LANGUAGE POLICY DOCUMENT**

**November 2018**

## MFL at CAS

### **1. Document Purpose:**

All students experience a modern foreign language at Key Stage 3 and have the opportunity to continue with their studies to Entry Level into Key Stage 4. The language taught is French. It is designed to provide basic vocabulary and language use as appropriate to each group.

It is the policy of the school to offer a broad and balanced curriculum to all students, in line with statutory requirements, and to reinforce the commitment to equal access to the National Curriculum for all students, regardless of ability.

### **2. Audience:**

We aim to allow all pupils throughout Key Stage 3 to experience French and to include French in Key Stage 4 as an option for more able pupils to gain a qualification in MFL as part of an Entry Pathways Humanities qualification.

### **3. Philosophy:**

French makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of a foreign language, and the culture of French life. It enables pupils to appreciate the need to speak other languages and promotes European awareness. The French curriculum is designed to be engaging, develop ICT and link to other subjects where appropriate.

### **4. Aims:**

- to encourage awareness of other peoples, places and cultures.
- to develop the capacity to use a modern foreign language for practical communication to a level appropriate to each students' abilities and expectations.
- to support the development of general language skills and to improve self expression.
- to enhance the development of listening skills
- to foster an awareness of the nature of language in general,
- to offer opportunities for insight into the languages and cultures of other people, to encourage a positive approach and attitude to language learning and a sympathetic view of other cultures.
- to provide, in collaboration with other curriculum areas, a sound basis of life and study skills.
- to provide opportunities for the development of cross-curricular skills such as ICT, communication and personal and social skills.
- to support the learning of basic concepts such as numeracy, time, space and colour.
- to increase personal and social skills by providing opportunities for students to work together within a new context of communication and interaction within a structured environment.
- to encourage independence and autonomy through the flexible use of resources.
- to offer each student a positive experience which presents him or her with the opportunity to experience personal success and enhanced self-esteem.
- to provide opportunities for students to experience success, a sense of achievement and increased self-confidence.

### **5. Role of Curriculum Lead:**

The curriculum lead will have overall responsibility for the development and delivery of a French curriculum which takes full account of the aims and objectives as set out above. Specific responsibilities include the management of:

- French resources
- Schemes of work for Key Stages 3 and 4
- Assessment and target setting
- Curriculum planning
- Annual review and action planning
- Liaison with WJEC for Humanities qualifications
- Meetings/ liaison with Senior Leadership Team

### **6. Curriculum and School Organisation:**

As a Special School for pupils with Complex Learning Difficulties, (CLD) Childwall Abbey School caters for pupils with a very wide and complex range of individual special needs. It is essential to teach pupils according to their needs rather than strictly adhering to chronological age or Key Stage. All our pupils are operating at a significantly lower level than their year group would indicate. A great deal of support and time is often needed to develop phonological awareness and spelling skills.

In addition to MLD and challenging behaviour, some of our pupils are on the Autistic Spectrum.

All pupils have full access to the National Curriculum. Key Stage 3 pupils work through the Key Stage 2 programme of study. At Key Stage 4, pupils follow the syllabus set by the Welsh Board for the entry level pathways qualification. We follow national curriculum requirements but we also introduce elements of the KS3 framework for French. We aim to include as much cultural and diversity learning as possible to provide a context and to develop the skills of students through MFL.

The emphasis throughout key stage 3 is on AT1 (Listening) and AT2 (Speaking), but there are many opportunities for students to develop their skills in AT3 (Reading) and AT4 (Writing). All 4 areas of experience are visited during the course of units.

Key stage 3 teaching relies heavily on the use of visuals and these have been reproduced as flashcards and sets of game cards to promote pair and group work. There is a wealth of clear audio material recorded by native speakers and accompanying songs.

The WJEC pathways qualification for Humanities incorporates accreditation in MFL, History, Geography and RE to diploma level. Pupils can begin to access the units in French at year 9, where appropriate, thus improving the numbers who gain a qualification in French. The four pathways units will provide for this by: setting suitable tasks; organising work in short spans of time; assessing pupils continuously

In order to achieve the aims outlined, the teaching of French at Childwall Abbey organises French into a combination of units and topics as laid out in the Schemes of Work. Subject planning and evaluation for French is incorporated in year group planning each term. Summative assessments are cross referenced to ensure planning covers all key areas.

**Curriculum Allocation (HUMANITIES):**

|                       |                                  |
|-----------------------|----------------------------------|
| Year Nurture, 7, 8, 9 | 1x40 minutes per week            |
| Year 10               | 1x40 minutes per week - optional |
| Year 11               | 1x40 minutes per week - optional |

**Target Language:**

Use of the target language is at the transactional level. At present the target language is used mainly for greetings and instructions. The level and frequency of usage is dependent on confidence levels of the students. The sensitivity of the teacher dictates whether or not instructions for activities are given in the target language or in their first language. Mime, gesture and visuals are used to facilitate and support comprehension and to realistically maintain the target language. Students are actively encouraged to respond in the target language wherever possible.

It is intended that the amount of target language used in the classroom by both teacher and students will be increased as the students become more confident with their own use and understanding of the target language. This greatly depends on cohorts' abilities and varies greatly.

**7. Assessment, Recording and Reporting**

There is ongoing teacher assessment in the classroom and in attitudes, behaviour and personal development. Each topic has a set of targets and pupils are assessed half termly to mark their progress towards annual targets.

In the pathways qualification each unit is assessed according to the WJEC criteria and students are awarded either an award 8-12 credits, a certificate 13-36 credits or a diploma 37+ credits. All French teaching promotes the development of literacy targets and these are recorded in pupils' books.

**8. Marking**

Teachers use a range of verbal and written feedback, with positive reinforcement, stickers, visits to the Headteacher to recognise good efforts and achievement in line with Childwall Abbey's policy. Where appropriate marking refers to pupil targets and highlights achievements towards these.

**9. Homework:**

See Homework Policy.

## **10 Audit of subject**

French audits are carried out in line with the school policies and aim to improve the faculty continuously.

## **11: Staff Training**

1. All staff undertake appropriate training as required.
2. The Co-ordinator undertakes training, liaises with WJEC.

## **12: Monitoring and Evaluation**

The subject Co-ordinator monitors:-

1. Delivery of National Curriculum objectives in lessons.
2. Literacy Across the Curriculum delivery.
3. Continuity across Key Stages
4. Use of subject targets in pupils books and related marking.
5. Samples of work with summative assessment grids for moderation
6. Provision of additional support/ interventions for specific pupils or groups of pupils.

## **13. Teaching and Learning:**

Language is taught with greater emphasis on the development of speaking and listening skills as well as reading and writing. New topic areas, vocabulary and structures are introduced using a range of visuals: authentic objects, flashcards, video programmes, etc. Students are given many opportunities to hear new language before being asked to reproduce it orally. Once students are familiar with and confident in reproducing the spoken language they should have regular opportunities to work in small groups or individually, and to develop their reading and writing skills. Group activities foster the development of co-operation and social skills within a structured environment.

Instructions are mimed using the target language as wherever possible. Visual clues and body language support the use of the target language in the classroom. Our students need constant repetition through a variety of interesting and motivating activities which offer immediate or short term gratification.

It is important that each individual student has the opportunity to experience success in order to develop his confidence in using and working with the target language. Correction of grammar, pronunciation is kept as very low-key as possible. Students are praised for any effort, however small.

**Students have opportunities to:**

- practise and develop pronunciation and intonation
- communicate information which is not known to the listener
- express personal feelings and opinions
- ask and answer questions
- find out and give information
- take part in structured role play
- use what they hear or read as a stimulus for speaking
- copy phrases, sentences and short texts
- use ICT to develop language skills in French
- record and express information in different forms, (chart, graph, etc.) listen attentively
- follow clear directions and instructions
- listen for detail
- respond to different types of spoken language
- follow clear directions and instructions
- interpret the meaning of language with the help of visual and other non-verbal clues
- learn phrases by heart
- sing in French
- learn how sounds are represented in writing
- conduct surveys and other investigations in the class, school or outside
- interview each other, adults and (where possible) native speakers
- take part in language games
- work independently of the teacher

**14. Use of Information Technology:**

This is being developed all the time and new resources made to match our pupils' VAK learning styles. IT provision within the MFL curriculum includes access to video programmes, audio equipment and computer hardware/software. Students have regular opportunities to develop listening skills through teacher-led activities in the classroom. Video programmes are used for linguistic development and cultural awareness.

Students are given opportunities to develop word processing, drafting, redrafting, editing and desk-top publishing skills through the MFL curriculum, using an English word processing package. This enables students to produce good quality written pieces of work and it is of particular benefit to those students with poor handwriting and presentation skills.

**15. Links with Other Subjects:**

MFL links with literacy, numeracy, music, Geography, Technology, PSHE, ICT, art and music.

**16. Differentiation:**

All students have individual targets to meet as part of the whole school policy. This policy is reinforced through the MFL curriculum.

Differentiation within the MFL curriculum is the process by which the teacher provides opportunities for students to achieve their potential, working at their own pace through a variety of relevant learning activities. The following strategies for differentiation within the MFL classroom should be put in place:

- students work in ability groups within the class
- the teacher varies the question /exposition according to each student/group
- teacher expectations of student response are varied according to the ability of individual students
- there is task management within groups, i.e. a division of responsibilities according to individual strengths.
- technology should be available to support or extend student learning limited reference books should be available
- there is support from the teacher, support staff and peers.
- achievement is regularly recorded to inform planning for the progress of individual students.

The following strategies need to be developed:

- the preparation of different tasks and tasks which contain separate sections in each skill area which are graded in difficulty, so that more able students will be taxed and less able students will achieve satisfaction and success
- additional technology to support and extend student learning - internet access in MFL suite
- written resources which cater for varying levels of readability
- additional extension and support materials whereby a common task is tackled and materials are provided to support the less able and stretch the more able.

### **17: Additional Support for targeted pupils.**

Many pupils require a significant level of additional support. Childwall Abbey places a very high priority on quality of learning support, as individual guidance can be vital in enabling our pupils to access the National Curriculum.

All groups have at least one Learning Support Officer (LSO) to support individual pupil's learning requirements. The behaviour policy is used to encourage pupils, but where necessary learning can take place outside of the lesson in the quieter unit provision.

### **18: Resources**

The purchasing of consumable goods is the responsibility of the school Admin Officer. All resource issues may be raised and discussed at humanities planning meetings. Key areas, as defined in the French elements of the School Development Plan, are targeted each year. French teachers are responsible for maintaining their own humanities resources

### **19: Display**

Humanities staff can support the development of Literacy through their wall displays. References can be made to writing and punctuation in line with their targets. In line with the needs of our pupils with dyslexia or other SpLD/ASC staff are reminded not to 'overload' wall displays in order that all pupils can access the information comfortably.

### **20: Raising the Profile of MFL.**

Throughout the year a number of events take place which specifically raise the profile of MFL and aim to develop the pupils understanding and appreciation of MFL in their daily lives. Examples include French day/ lunch.

### **21: Dyslexia Friendly Issues**

As a school we have previously enjoyed 'Dyslexia Friendly' school status and aim to support all members of our school community who may have a Specific Learning Difficulty.

### **22. Equal Opportunities:**

Childwall Abbey School is committed to the promotion of equal opportunity for all individuals and to enable students to follow a balanced curriculum providing access to key areas deemed essential to a sound general education. The MFL curriculum reflects this commitment in that the school believes that the special educational needs of our students should not deny access to European citizenship and that the provision of an MFL curriculum positively enhances such membership.

Issues of equal opportunities in terms of access, cultural awareness, tolerance of and positive attitudes towards other cultures, respect for others and the reinforcement of interpersonal and social skills are explicit throughout the MFL curriculum, and support and reinforce the school's policy on equal opportunities.

All resources have been audited to ensure against negative gender, race and special needs bias. Teaching methods and strategies encourage active participation by all students and each individual's contribution in the learning environment is valued.

Every student in Y7 to Y9 is offered the opportunity to learn a modern foreign language, regardless of ability. Some Key Stage 4 students will be time-tabled to continue their MFL studies through WJEC according to their ability and timetable demands.

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