



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy - Primary Modern Foreign Languages**

**Harlescott Education Centre**

<b>Reviewed:</b>	October 2024
<b>Next Review:</b>	October 2025
<b>Responsibility:</b>	Beth Evans

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## **AIMS AND PRINCIPLES**

Through the teaching of modern foreign languages, we aim to ensure that all of the pupils receive their entitlement to a high quality, inclusive and broad and balanced curriculum that reflects their individual academic needs. Considered, purposeful and enjoyable mixed ability and mixed age group planning will cater for the students' diverse SEND and will respond to the varied learning styles of our pupils. We will promote the value of learning through high standards in teaching. This will support the pupils own personal, social, emotional and behavioural needs to encourage and facilitate independent and reflective learners.

Our Modern Foreign Languages Policy follows The National Curriculum 2014 Guidelines and aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

## **PURPOSE OF STUDY**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## **SUBJECT CONTENT**

### **Key Stage 2**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.

A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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

*N.B. The starred (\*) content above will not be applicable to ancient languages.*

## **PLANNING**

The 'Tuition, Medical and Behaviour Support Service' (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. These students access our core offer as follows:

English  
Maths  
Science  
ICT  
RE/PSE  
RSHE  
PE

It is hoped that during our short-term intervention these students would access the modern foreign languages curriculum within their mainstream setting.

The Sixth Day Provision Model is full-time and these placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced curriculum including modern foreign languages, although it is not covered in the same depth as it would for a student accessing full-time mainstream/specialist education.

As Key Stage 1 Sixth Day Provision students would only access the extended offer for half a day, this consists of: History, Geography, Art and Design Technology. There is not the capacity for the teaching of modern foreign languages in addition to these subjects, nor is it a requirement of the National Curriculum at Key Stage 1.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Six Day Provision Students in Key Stage 2 will have access to one modern foreign languages session every week.

Once Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day it is taught.

Taking the above into consideration, at TMBSS primary, we strive to embed modern foreign languages across the curriculum as a cross curricular subject and teach it where appropriate.

## Key Stage 2

Autumn	Spring	Summer
French: All About Me	French: The World Around Me	Latin

## ASSESSMENT and RECORDING

This is achieved through:

- discussion with pupils;
- observation of pupils;
- questioning and oral feedback;
- marking work (where written work is appropriate).

## MONITORING AND EVALUATION

This is achieved by the Modern Foreign Languages coordinator through;

- monitoring and evaluation of pupils' work;
- planning for embedding modern foreign languages across the curriculum.

## **MARKING WORK**

The purpose of marking is to move children forward in their learning.

1. Feedback and marking should be part of a process in which children need to have some involvement.
2. Written or verbal comments made by the teacher could link back to the learning objective and/or success criteria.  
Written or verbal comments made by the teacher could give advice / suggestions / clues on how to 'close the gap'.  
Written or verbal comments made by the teacher could set out the 'next steps' for learning.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.