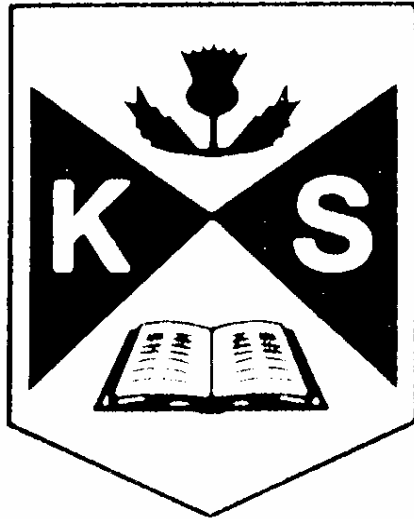


# **KILLERMONT PRIMARY**



## **MODERN LANGUAGE 5 – 14**

### **POLICY**

**APRIL 2006**

# MODERN LANGUAGE 5-14 POLICY

## 1.0 Introduction

Killermont Primary School recognises the importance of learning a foreign language and endorses the *Modern Languages 5 – 14 National Guidelines, SOED 2000*. Learning & Teaching in Modern Languages embraces the central principles of the 5-14 curriculum and must be planned in a way that provides:

- *Broad and balanced learning*
- *Coherent links and connections*
- *Continuous pathways for learning*
- *Progressive development for learning*

Within Killermont Primary, French is taught to all pupils in Primary 6 and 7. Programmes of study in Modern Languages are based on the 5-14 attainment outcomes:

- *Listening*
  - *Speaking*
  - *Reading*
  - *Writing*
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- *Please refer to Modern Languages 5-14 National Guidelines*

## 2.0 Rationale and Aims

### 2.1 Rationale

*Language is a central element of the curriculum and is at the heart of pupils' learning. It is an integral part of life and enables pupils to develop their interpersonal skills. Through language pupils also develop their ability to communicate with others, express their thoughts, feelings and ideas.*

*An essential element of language learning is the development of an understanding of the many purposes for which people use language. By the time children come to the learning of a foreign language they already have a great deal of prior knowledge about the nature, purpose and function of language. Foreign language learning will be supported and enhanced by this secure knowledge base. Learning a foreign language also helps pupils develop intercultural awareness and to understand the need to act with empathy and responsibility towards others. Through learning a foreign language pupils become more communicatively competent which encourages an enhanced sense of self as a confident and successful language learner and user, and as a member of communities at local, regional, national and international levels.*

*Language is also an essential skill for the workplace and will develop vital communication skills in the world of international trade and business.*

*(Modern Languages 5-14, 2000, p3)*

The Modern Languages policy within Killermont Primary is based on the above rationale and regards the *Modern Languages 5-14 guidelines* as essential in providing a structure to the curriculum within a framework which embraces current national advice, the national priorities and East Dunbartonshire's objectives.

## 2.2 Aims

The study of a modern language will promote:

- ***The development of communicative competence*** –This involves building on those competences already developed through first or second language learning, developing pupils ability to communicate through ICT in another language and exploiting the skills of listening, speaking, reading and writing for a variety of purposes – social, transactional, vocational and leisure.
- ***The development of positive dispositions and personal and social skills*** – Through modern languages pupils will be given opportunities to develop skills which will help them develop communicative competence, personal and interpersonal skills, self confidence and an empathetic understanding of other people and cultures.
- ***The development of the ability to contribute more effectively to modern contemporary society*** – Through learning a foreign language pupils’ will become increasingly able to communicate in a language other than their own allowing pupils to seize opportunities in a competitive European environment.
- ***The development of learner autonomy*** – Pupils will be encouraged to develop the ability to accept responsibility for aspects for their own learning through self evaluation on what they have learned and through making connections to what they already know. This capacity to think and act autonomously will stand them in good stead in many contexts throughout life and is at the heart of lifelong learning.
- ***The development of learning and thinking skills*** – Through modern languages learning and thinking skills will develop. This involves creative thinking, decision making, reasoning and problem solving. Pupils will also be given opportunities to identify, organise and process information and to access information from a variety of ICT and other resources.

**Within Killermont we aim to do this by:**

- Providing the pupils in Primary 6 and 7 experience of everyday French language
- Providing the pupils with opportunities to practice listening, talking, reading and writing in French
- Teaching the pupils to recognise key vocabulary in the written form through a range of extracts and use appropriately in speaking and writing tasks with some teacher support.
- Develop pupil confidence in spoken French by participating in class and group activities
- Ensuring all pupils in primary 6-7 have access to the French programme

The aims of modern languages make clear the intrinsic value of learning a foreign language and the contribution it makes to the development of young people as contributing members of an international society and in the world of work.

## 3.0 Outcomes

### 3.1 Time Allocation

The time allocation for Modern Languages will follow the advice given in *The Structure and Balance of the Curriculum, Learning and Teaching Scotland*. The teaching of a modern language is included in the minimum of 20% allocated to English Language. In Killermont Primary, Modern Languages is delivered on a weekly basis, following the times stated below:

- 60 minutes – Primary 6
- 90 minutes – Primary 7

Opportunities will be taken to recognise and develop the cross-curricular aspects of Modern Languages.

### **3.2 Learning and Teaching Approaches**

Learning and Teaching approaches in Modern Languages will be flexible and responsive to the needs of children, taking account of different learning styles and contexts. Within Killermont Primary, Learning and teaching is embedded in a well-planned programme, with activities and experiences that engage and challenge pupils. A positive classroom climate for learning is created and classroom organisation is suitable for all learners.

In Killermont Primary School, Primary 6 and 7 classes will where possible, be supported by a French Assistant. Learning and Teaching experiences for both pupils and teachers are enhanced by this support. Opportunities will exist for pupils to work closely with the French assistant to develop their vocabulary and pronunciation through a range of speaking, listening, reading and writing activities and experiences.

When planning effective learning and teaching, Killermont Primary School will ensure that:

- the purpose of the learning will be clear to pupils
  - learning goals and targets will be shared with pupils
  - pupils will be active in their own learning through using a variety of approaches to match different learning purposes and outcomes
  - learning will maintain an element of challenge
  - pupils will take responsibility for their own learning
  - opportunities will exist for pupils to evaluate their own learning against an agreed success criteria
  - pupils will be given clear and regular feedback in a variety of ways including praise, encouragement and constructive comments
  - teaching will be interactive – this will involve teachers in informing, explaining, describing, listening, modelling, questioning, demonstrating, coaching, watching and questioning.
  - a range of skilful questions will be planned and delivered
  - time is available for teachers to observe, circulate, respond and intervene during activities
  - children and parents will be encouraged to collaborate with both the teacher and pupils to enhance their learning.
- *Please refer to Learning & Teaching Policy and Modern languages 5-14*

Within Killermont Primary learning and teaching activities and experiences are structured using the Glasgow City Council French programme which has been endorsed by East Dunbartonshire Council. Within this structured programme a range of whole-class, group and individual activities provide pupils with challenge and enjoyable teaching and learning tasks.

### 3.2.1 Modern Languages Programme

The Modern Languages programme gives broad and balanced coverage of

- all four attainment targets within the framework: listening, speaking, reading and writing which are interrelated and mutually supportive
- the knowledge, skills and understanding identified within the strands
- ways in which young people can become aware of cultures other than their own and awareness that there are other ways of doing things and of responding to the world and people in it.

#### *Attainment Outcomes in Modern Languages*

##### **Listening**

Pupils will listen and react verbally and non-verbally to a wide range of texts in varying forms. They will listen for a variety of purposes: to extract information and instructions, to react to others and for enjoyment.

##### **Speaking**

Pupils will develop the fluency and, where the task and the degree of support allow, accuracy to speak in the foreign language for a variety of purposes, including transactions, social interaction and the expression of opinions and feelings.

##### **Reading**

Pupils will read a growing range of printed and screen material for a variety of purposes, including the gathering of information, the deduction of meaning and the enjoyment of the texts themselves. Reading is also closely linked to writing and speaking, encouraging pupils to see the relationship between the written and spoken forms of the language.

##### **Writing**

Pupils will write or word-process texts for a variety of purposes, including the transfer of information, and consolidation of understanding.

*Within each outcome are four strands. They are as follows;*

##### **Listening:**

- Knowledge about language
- Listening for information and instructions
- Listening and reacting to others
- Listening for enjoyment

##### **Speaking:**

- Knowledge about language
- Speaking to convey information
- Speaking and interacting with others
- Speaking about experiences, feelings and opinions

**Reading:**

- Knowledge about language
- Reading for information and instructions
- Reading aloud
- Reading for enjoyment

**Writing:**

- Knowledge about language
- Writing to exchange information and ideas
- Writing to establish and maintain personal contact
- Writing imaginatively/to entertain

The knowledge, skills and understanding identified within the strands are best planned for and taught in a way that allows pupils to see them as inextricably linked.

**3.3 Pupils with Additional Support Needs**

There may be at times a need for some pupils, for whatever reason, to require Support for Learning.

- *Please refer to Support For Learning Policy*

**3.4 Assessment**

Assessment is a continuous process which is an integral part of learning and teaching. The process of assessing pupils' progress will be set in the context of effective learning and teaching and will influence forward planning, teaching, recording, reporting and evaluating. The teacher is central to this process and within Killermont Primary a positive classroom ethos is created where next steps in learning are identified by both the teacher and pupils. Pupils' learning experiences in Modern Languages will involve them in a range of speaking, listening, reading and writing activities.

Formal and informal assessment will be used:

- to give pupils clear and regular feedback
- to assist learners and teachers to identify the next step in the learning process which will ensure progression
- by teachers to evaluate the effectiveness of learning and teaching.

Assessment may be an observed, practical, oral or written activity and should be a positive experience for pupils and motivate them for learning. Pupils will have opportunities to evaluate their own work and to evaluate with their peers.

- *Please refer to Assessment, Recording and Reporting Policy*

**3.5 Recording and Reporting**

Recording procedures will be in line with East Dunbartonshire Council policies. They will be manageable and will be used to monitor progress and inform learning and teaching. Reporting to parents will be specific and in clear language to promote effective communication between

school and home. Levels A to F will be used to report progress and to determine next steps in learning.

- *Please refer to the Assessment, Recording and Reporting Policy*

### **3.6 Nursery/Primary/Secondary Transition**

Killermont Primary liaises regularly with Boclair Academy through cluster meetings. Effective communication at transition stages is essential to ensure progression in knowledge and skills which takes account of prior learning and makes effective use of the knowledge of each child as a learner.

In Primary 7, opportunities will exist, where possible, for pupils to be supported by a visiting Modern Languages Teacher from our local secondary school. This liaison will provide pupils' and teachers with very effective learning and teaching opportunities.

Transfer of information from primary to secondary will take place in line with East Dunbartonshire Council guidelines.

### **3.7 ICT**

ICT will play a role in the delivery of the modern language curriculum by motivating learners, supporting different kinds of learning and as a writing tool.

ICT will also have a role to play in supporting high quality communication among teachers.

- *Please refer to Information Communication and Technology policy*

### **3.8 Staff Development**

Staff development needs in Modern Languages will be identified through the Professional Review and Development Process which is integrated with the school development process. All members of the teaching staff will have access to advice and staff development as necessary, within the resources available.

This Modern Languages Policy and its implementation will be discussed with staff during the time set aside at staff/stage meetings or In-service days.

## **4.0 Roles and Responsibilities**

### **4.1 Senior Management Team**

The senior management team will manage the implementation of the school policy, paying due regard to the modern languages curriculum, resources and staff development.

### **4.2 Teachers**

Teachers will ensure that the modern languages policy is fully implemented and the modern languages curriculum enhances learning and teaching and contributes effectively to raising attainment and achievement.

### **4.3 Parents/Carers**

Parents/carers will be encouraged to and supported in playing an active role in their child's learning thereby fostering the home/school partnership.

### **4.4 Pupils**

Pupils will be encouraged to be actively involved in their learning and to develop a positive attitude to all aspects of modern languages.

### **5.0 Resources**

School Managers will ensure that schools have appropriate up to date resources to support learning and teaching in modern languages; these will include books, pupil materials, ICT resources, practical materials, games, videos etc. School managers will ensure the responsibility for the organisation and planning of resources is clearly understood by all staff, inventories are drawn up and resources are stored in ways that facilitate accessibility by pupils and staff. Pupils' work will be displayed appropriately to promote learning and encourage positive attitudes to Modern Languages.

### **6.0 Monitoring and Evaluation Arrangements of the Policy**

The policy will be monitored and evaluated by school staff during session 2007-2008 when any necessary amendments will be made.

Self-evaluation of the quality of learning and teaching is a fundamental responsibility of all teaching staff and a particular duty of senior staff in schools. The quality indicators described in *How good is our school? HMIE 2002*, are used for monitoring effective learning and teaching.