

Mission Statement:
Creating tomorrow's successful and
caring citizens today.



GFM Modern Foreign Languages Policy (French and Arabic B)

Policy Updated By	Latest Publish Date	Monitoring Cycle
Jeremy Hallum Akram Tarik	February 2021	Annually

Schedule for Development / Monitoring / Review

This policy was approved by the Governing Body on:	
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team
The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	February 2022
Should serious incidents take place, the following external persons/agencies should be informed:	Akram Tarik (Principal) and in his absence Jeremy Hallum (Vice Principal)

Vision: Grow - Flourish – Be Mindful

Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

Why learn a language?

Languages is one of core pillars with which GEMS Founders School is building a solid foundation of learning for our learners.

Quite simply, it is a lifelong skill. Multilingualism has been shown to have many social, psychological and lifestyle advantages, to be used in business and for pleasure. Learning languages opens up avenues of communication and exploration, and promotes, encourages and instils a broader cultural understanding.

At GEMS Founders School we are laying the important foundations for successful language learning in order to reach the vision described above.

2. Purpose of policy

This document is a statement of the aims, principles, strategies and procedures for the teaching of Modern Languages (currently French and Arabic B) throughout the school. In sharing and reviewing this policy in the department, we set out clear expectations and methods used in order to aim to reach each child's full potential in language learning.

Vision

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3. Aims and objectives

Our aims are:

- Foster an interest and enthusiasm in learning other languages
- Teach in a stimulating, enjoyable and fun learning environment, where children actively take part in their learning
- Make young children aware that language has structure, and that the structure differs from one language to another
- Help children develop their cultural awareness
- Develop the 4 main communication skills of listening, speaking, reading and writing.
- Lay the foundations for future study

4. Learning and Teaching styles

The Arabic B department follow Ministry of Education material. The French department follow the National Curriculum for England. However, lessons are prepared by the teachers to suit our context and the children's interests and needs (21st century skills orientated). The full range of learning styles are catered for and the learning is very active, with a range of enjoyable activities, like puppets, songs, poems, finger rhymes, learning games, dance, listening, speaking, reading and writing activities in addition to a variety of online activities.

5. Arabic B and French curriculum planning

Our aim is to provide enjoyable, manageable, confidence building and purposeful Arabic Language lessons in the early stages as this will lead to outstanding practice as children progress throughout the school. The Arabic teachers provide support and guidance for the class teachers to facilitate this regular language exposure.

The schemes of work for Key stages 2, 3 and 4 are written by the teachers in accordance with the Framework for Languages and Arabic Ministry of Education documentation with additional GEMS support. The schemes include many resources, including tutorial videos on each topic. These videos provide support for learners and parents at home. Our aim is to enrich the learning journey of the learners by involving the whole learning community, by inviting parents to learn, teach and provide support with projects beyond the classroom and the school walls. We want to further develop child-led learning and reduce the amount of teacher-led activities. Children learn through games, drama and interactive activities.

For the older years, a lot of more age appropriate resources will be given, especially online, in order for our learners of the 21st century to become independent learners wherever they are in the world. Ministry of Education requirements within GEMS Arabic curriculum form the framework of the curriculum whilst developing cross-curricular links.

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6. The contribution of Arabic B and French to teaching in other curriculum areas

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge. The natural links between languages and other areas of the curriculum enhance the learning experience.

- Literacy - Development of speaking and listening skills; knowledge and understanding of grammar and sentence construction; comparison of words and phrases, origin of words and 'imports' into English; intonation and pronunciation, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, different text types, poetry, storytelling and drama.
- Mathematics - Numbers and counting in other languages, the decimal system, time, journeys, distance and speed, the date, money and currency, prices and costs, surveys, data collection and analysis.
- Information and communication technology (ICT) - Cross-cultural and multilingual materials from the Internet, video and audio, presentation of work and data via different programs, videoconferencing word processing.
- Personal, social and health education (PSHE) and citizenship - Knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multi-lingual society.
- Spiritual, moral, social and cultural development - Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another's perspective, giving them insight into the people, culture and traditions of other cultures. Through teaching languages, and in conjunction with other subjects in school, children become more aware of the similarities and differences between people, their daily lives, beliefs and values. In participating in various learning activities, such as games, songs, puppets and dance, children develop their moral and social abilities, and are continually encouraged to take turns, work in teams or partners effectively, and to have a good sense of sportsmanship in competitive activities.
- Other areas - Through learning Arabic B and French children enhance their geographical and historical understanding of the world around them.

7. Inclusion including reference to SENDo, EAL, G&T

- Special Educational Needs and Disability/ies & EAL pupils - All children will be given the opportunity to learn some aspects of Arabic B and French. Children who struggle with aspects of basic skills should not be overburdened or left out. It is up to the specialist teacher to decide what level of input is appropriate and to differentiate accordingly. Learning a foreign language should be fun for all children.
- Fluent native speaking children / G&T pupils - In lessons, we offer our French and Arabic learners' skills based challenges such as leadership roles and modelling written and spoken language and much more. We base the learning on the theory that "learning at the higher levels is dependent on having attained prerequisite knowledge. See Bloom's Taxonomy.

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A school activity for those learners who wish to further improve their knowledge of written Arabic and French (e.g. grammar, conjugation of verbs, spelling etc.) is put into place.

Arabic and French children along with G&T pupils are encouraged to do more work at home, through books and recommended websites, with support if needed from native speaking parents or staff.

8. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps, through its governing body, managers and other employees, to create a school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

9. Parental involvement

Parents may be asked to volunteer to enrich the curriculum and help out the learners who may benefit from a smaller group environment and even with one-to-one opportunities. Parents may also be asked to help out on events days such as the National Day. (For safeguarding purposes, all volunteers will need to produce an updated police clearance check).

All parents, native speakers or not, are expected to support their child's learning at home. Guidance and resources are provided by the teachers and are available on Microsoft Teams.

Teachers continuously share tips and ideas with parents to help their child with their learning outside school. Meetings, coffee mornings and online communication happen on a regular basis to share and develop closer links with the parents.

The MFL department meets parents during the termly curriculum preview meetings at the beginning of each term, and at parents' evenings.

10. Assessment and recording

Learners have a baseline assessment at the start of the year and data is kept and analysed to assess the learner's needs and provide the correct challenges. Learners are then assessed at regular intervals throughout the year to set targets and monitor progress. All staff have regular and comprehensive support and training from the Assistant Principal - Curriculum/Data & Assessment.

Learners are assessed informally via regular and numerous 'Assessment for Learning' opportunities in each and every lesson.

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11. Resourcing

All resources are created by the team and saved on Microsoft Teams. Learners in KS2 are exposed to a variety of online websites to help with their learning. The main websites learners will use are: (login details will all be on Microsoft Teams and available near class teachers)

- Linguascope
- 3safeer
- Edpuzzle
- Testmoz
- Duolingo
- Quizlet
- Languagesonline.org.uk
- wordwall

Learners will all have a bilingual dictionary in French and Arabic lessons that they should be using consistently as an independent learning tool. They are also allowed to use online dictionaries in Arabic.

12. Roles and responsibilities

Monitoring of the standards of children's work and of the quality of teaching in Arabic and French are the responsibility of the Head of each department. The work of the Leadership Team also involves supporting colleagues in the teaching of the language, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Extended Leadership Team give the Principal an annual summary in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The Leadership team allocates regular management time to the Extended Leadership Team so that they can support them in his/her role across the school.

Heads of Languages and head of MOE Subjects duties will include:

- Coaching
- Mentoring
- Team teaching
- Assessment training
- Data analysis
- Transition to KS3 / KS4 / KS5
- Develop cross-curricular links with other departments
- Lesson observations and feedback
- External CPD opportunities
- Developing middle leaders within the department

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- Building closer link with parents

13. Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School teaching staff and leadership teams for implementation.

Signed (VP)	Date
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Signed (Principal)	Date
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Policy review date: February 2022

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