Modern and Foreign Languages (French, Spanish and Arabic B) Policy

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

1. Introduction

Why learn a language?

At GEMS Founders School we are proud of the many different languages spoken in our school and view the learning of a second language as an essential life skill, which enhances better communication and relationships for all. 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 want our learners to benefit from all the life enrichment opportunities that learning a second or third language brings.

2. Purpose of policy

This document is a statement of the aims, principles, strategies and procedures for the teaching of Modern Languages, currently French, Spanish and Arabic for Beginner (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 towards reaching each child's full potential in language learning.

3. Aims and objectives

Our aims are to:

- 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 four 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 and Spanish departments follow the National Curriculum for England. However, lessons are prepared by the teachers to suit our context and the children's interests and needs. Teachers use a wide range of approaches to support the learning of a second language, which include but are not limited to, activities such as songs, poems, finger rhymes, puppets, learning games, dance, listening, speaking, reading and writing activities. In addition, a variety of online activities are also accessed.

5. Arabic B, French and Spanish curriculum planning

Non-native Arabic speakers are firstly exposed to Arabic B from the Foundation Stage (FS), before having dedicated Arabic lessons which start from Year 1 upwards. Our aim is to provide an education of the ear for our youngest learners so that they first encounter the sounds of Arabic in an enjoyable, manageable, confidence building and purposeful way, e.g. through a wide variety of songs. We believe that this foundation will then lead to successful outcomes as the children progress through the school. Arabic teachers support and guide the FS class teachers to facilitate this regular language exposure.

All pupils learn French from Year 5 upwards and Spanish from Key Stage 3. The schemes of work for Key Stages 2, 3 and 4 are written by the teachers in accordance with the National Curriculum for England and Arabic Ministry of Education documentation, with additional GEMS support. The teachers create all of the resources to match the curriculum, and these are uploaded for pupils to access on Classroom Phoenix in secondary and on Seesaw in primary. To supplement our resources, teachers use a range of external materials as listed below in the resourcing section. Our aim is to enrich the learner's journey 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, more age-appropriate resources are shared, 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 for the curriculum whilst developing cross-curricular links.

6. The contribution of Arabic B, French and Spanish 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.

a. **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.
b. **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.
c. **E-Learning Opportunities** - Cross-cultural and multilingual materials from the internet, video and audio presentation of work and data via different programmes.
d. **Personal, Social and Health Education (PSHE) and Citizenship** - Knowledge of other countries and cultures, sensitivity and tolerance to difference, consideration of 'otherness', the multi-lingual society.
e. **Spiritual, Moral, Social and Cultural Studies (SMSC)** - 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 other cultures and traditions. 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 role play and games children develop their moral and social abilities, and are continually encouraged to take turns, work in teams or with partners effectively, and to have a good sense of sportsmanship in competitive activities.

f. **Other areas** - Through learning Arabic B, French and Spanish children enhance their geographical and historical understanding of the world around them.

7. Inclusion including reference to Students of Determination, English as an Additional Language (EAL) and Advanced Learners (G&T)

a. **Students of Determination and EAL learners –** All children will be given the opportunity to learn some aspects of Arabic B, French and Spanish in the appropriate age groups. 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 scaffold the learning accordingly. Learning a foreign language should be fun for all children. Identified learners may also benefit from intervention classes (particularly in exam classes) and when applicable, may be encouraged to attend any extra-curriculum language classes on offer.

b. **Fluent native speaking children / Advanced Learners -** In lessons, we offer our native Arabic*, French and Spanish speakers 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," as suggested in Bloom's Taxonomy of Learning.
A school activity for those learners who wish to further improve their knowledge of written Arabic, French and Spanish (e.g. grammar, conjugation of verbs, spelling etc.) is put into place.

Arabic, French and Spanish children along with Advanced Learners pupils are encouraged to continue their learning outside of school, through books and recommended websites, with support if needed from native speaking parents or staff.

Opportunities for Advanced Learners in Primary French include optional participation in the DELF primary languages accreditation with the Alliance Française.

*Mother tongue Arabic speakers will attend bespoke Arabic A classes, not second language classes.

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

Where possible, it is of great benefit if parents, native speakers or not, can support with their child's learning at home to consolidate and extend their child's learning in the classroom. Guidance and lesson resources are provided and uploaded by the teachers to the 'Classroom Phoenix' portal for secondary students and Seesaw for primary students.

Teachers continuously share tips and ideas with parents to help their child with their learning outside school. Where possible the school will endeavour to provide opportunities for parents and teachers to develop closer links. Information of any such event can be found in the Parents Newsletters through GEMS Connect.

The MFL and Arabic B department meet parents during the termly curriculum preview meetings at the beginning of each term, and at Parent-Teacher-Conferences (PTCs). Parents are always welcome to contact their child's teacher directly through email to arrange additional appointments if required.

10. Assessment and recording

Returning students' previous year's data is shared with their new language teacher so that pupils can continue with their learning journey. New learners to the school carry out a baseline assessment in the second language and this data is kept and analysed to assess the learner's needs and provide the correct challenges and support. 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 members of the Leadership Team.

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

11. Resourcing

All resources are created by the team and saved on Phoenix Classroom and in Seesaw for Primary. YouTube pages are also created to support learning, e.g. Easy French at GFS and Arabic & Islamic at GFS. Learners are exposed to a variety of online websites to help with their learning. Some websites and apps include:

- Education Perfect
- Duolingo
- Various Arabic reading platforms, e.g. Kutubee
- Testmoz
- Quizlet
- Wordwall
- You Tube – Dedicated GFS Teacher channel for Arabic

Learners will all have access to a bilingual dictionary (physical or online) in French, Spanish and Arabic lessons that they should be using consistently as an independent learning tool.

12. Roles and responsibilities

Monitoring of the standards of children's work and of the quality of teaching in Arabic and French/Spanish are the responsibility of the Head of each department. Heads of Languages also support 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. These leaders report to the Senior Leadership Team and Principal regularly throughout the academic year and provide 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 Middle Leadership Team so that they can support them in his/her role across the school.

The Head of Modern Foreign Languages and the Head of Arabic B duties will include:

- Coaching and mentoring
- Lesson observations, feedback and team teaching when applicable
- Assessment training
- Data analysis
- Transition to KS3 / KS4 / KS5
- Developing cross-curricular links with other departments
- External CPD opportunities
- Developing middle leaders within the department
- Building closer link with parents

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13. Monitoring and review

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

Signed ..... Date .....22 August 2025.....
Head of Modern Foreign Languages

Signed ..... Date .....22 August 2025.....
Assistant Headteacher Arabic and Islamic

Signed ..... Date .....22 August 2025.....
Assistant Principal

Signed ..... Date .....22 August 2025.....
Whole School Vice Principal

Signed ..... Date .....22 August 2025.....
Associate Principal

Signed ..... Date .....22 August 2025.....
Executive Principal/CEO/Executive Vice President of Education

Next policy review date:
February 2026