



**BANCHORY-DEVENICK SCHOOL**  
**A Practice Statement for MLPS**



*'One language sets you in a corridor for life. Two or more languages opens every door along the way.'*

*Frank Smith*

**Rationale:**

At Banchory-Devenick School we believe that the learning of modern languages provides a valuable educational, social and cultural experience for pupils. Children develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore similarities and differences between the modern language and their mother tongue. Learning another language raises awareness of the multi-lingual and multi-cultural world that we live in and raises another dimension to pupils' learning, giving them a greater insight into their own culture and those of others. The learning of a modern language provides a medium for cross-curricular study and for reinforcement of knowledge, skills and understanding developed in other subjects. A high-quality languages education should foster pupil's curiosity and deepen their understanding of the world around them.

**Aims:**

At Banchory-Devenick we aim to:

- Foster positive attitudes and an interest in learning other languages
- Stimulate and encourage children's curiosity about language
- Develop pupil's language and communication skills and lay the foundation for future language learning
- Develop talking and listening skills
- Develop linguistic competence, extend knowledge of how language works and explore similarities between the target language and English
- Enhance pupils' awareness of the multi-lingual and multicultural world and introduce an international dimension to learning, which gives an insight into their own culture and those of others
- Provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects

**Assessment:**

Assessment is ongoing, with observations feeding into target setting and future planning. Children's progress is continuously monitored against the 5 curriculum strands:

- Listening for information
- Listening and talking with others
- Organising and using information
- Using knowledge about language
- Finding and using information

In terms 1 and 2, teachers formally assess a piece of targeted work against identified Experiences and Outcomes/Benchmarks. The sample piece of work is collated and added to the individual child's assessment folio as evidence of attainment, achievement and progress. Work is shared informally with parents/carers on Seesaw and Twitter, and they also have the opportunity to look through their child's folio in December and March. A short progress comment is added to the child's annual school report.

#### Transition:

**P4-P5:** At the end of P4 (First Level Curriculum for Excellence), children's assessment folios are passed on to the P5-P7 teacher. A 'Contexts for Learning' grid is in place detailing which themes are taught and when.

**P7-S1:** At the end of P7, details of the Modern Languages taught in the primary school is passed on to the Academy along with an indication of the level in which each individual child is working.

#### Guidelines for Teaching MLPS:

1. Planning for MLPS is based on the Curriculum for Excellence Experiences and Outcomes and Benchmarks. P2-P4 planning is based on the First Level outcomes and P5-P7 planning is based on the Second Level outcomes. Class teachers' plans are monitored by SMT twice yearly. There are no benchmarks for Early Level, however our P1 children join in the active learning parts of the lessons along with the rest of their class.
2. French and Spanish are our modern languages of choice as these are taught at Portlethen Academy.
3. Spanish is introduced to the children in P1 and is taught as our +2 modern language throughout the school.
4. French is introduced at P5 and is taught as our +3 modern language during P5-P7.
5. We use a variety of techniques to engage the children in language learning; these include games, songs, stories, rhymes/poems, role play, reporting etc. Children use Spanish across the school to order school lunches and for daily greetings.
6. During MLPS lessons, pupils are taught to:
  - Ask and answer questions
  - Use correct pronunciation
  - Memorise words
  - Interpret meaning
  - Use dictionaries
  - Look at life in another culture
7. At Banchory-Devenick, MLPS is taught to all children regardless of ability. We do this by differentiating activities and outcomes, and by setting suitable learning challenges which respond to each child's different needs.
8. Miss Falconer is currently our MLPS School Ambassador. She introduces a Spanish word/phrase of the week during school assemblies. Children and staff are encouraged

to practise these, and sound bites are recorded to help with pronunciation. The word of the week is shared on the children's Seesaw pages and on our school Twitter site.

9. Children in P5-P7 are encouraged to practise general Spanish vocabulary and phrases on Duolingo, and time is allocated in school for this. There is the opportunity for further practise at home should a child wish to do so.
10. A 3-year rolling programme of MLPS themes to be taught is set out based on our termly Contexts for Learning. They are as follows:

**P1-P4** (Spanish only)

Year 1

	TERM 1	TERM 2	TERM 3
CONTEXT FOR LEARNING	Where I live	Inside Out	Science through Stories
MLPS FOCUS	Directions / Mapping	Feelings	Spanish Stories

11.

Year 2

	TERM 1	TERM 2	TERM 3
CONTEXT FOR LEARNING	Superheroes	Light and Electricity through The Iron Man	What a Wonderful World
MLPS FOCUS	Jobs	Inventions	Nature

Year 3

	TERM 1	TERM 2	TERM 3
CONTEXT FOR LEARNING	Food and Farming through Charlotte's Web	Coasts and Castles	Healthy Me
MLPS FOCUS	Animals / Food	Shopping	Parts of the Body

**P5-P7** (French and Spanish)

Year 1

	TERM 1	TERM 2	TERM 3
CONTEXT FOR LEARNING	Racism and Prejudice through World War II	Our Savage EARTH / Climate Change	We Are Engineers
MLPS FOCUS	Directions / Mapping	Weather	Inventions

Year 2

	TERM 1	TERM 2	TERM 3
CONTEXT FOR LEARNING	Home and Abroad / Africa	Victorians and the Industrial Revolution	John Muir Award
MLPS FOCUS	Jobs	Transport	Nature

Year 3

	TERM 1	TERM 2	TERM 3
CONTEXT FOR LEARNING	Fairtrade through the Rainforests	Scottish History / Democracy	Bodyworks
MLPS FOCUS	Shopping / Food	Clothing	Parts of the Body

11. The school has a login for the Power Language Schools platform and teachers are encouraged to refer to its resources.
12. Each year we celebrate European Languages Day. Details of work and activities are posted on the SCILT blog/website.



October 2022

### Appendices

- MLPS 'Context for Learning' grids (P1-P4 and P5-P7)
- Power Language School - [www.powerlanguage.school](http://www.powerlanguage.school)

