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Current Version 9.0

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Version 9.0 is now in two sets and contains seven new policies such as 'Asking & Responding to Questions' and 'Using Support Effectively'. A new job description for the EAL Co-ordinator has been added.

SET 1 SAMPLE

The Modern Languages Department Handbook

PREFACE:
The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMCI reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file. A copy of the Handbook is held by the Head of Department and two copies by the Headteacher, one of which is the copy normally made available to visiting inspectors, governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. Those entries for which there is an example in the SSER resource pack are marked with an asterix, i.e. *

Section 1: INTRODUCTION
a. Aims and objectives of: i. The School ii. The Modern Languages Dept. *
b. Implementation of the Departmental curriculum: list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
c. Links with other departments and involvement in cross-curricular themes/events.
d. Extra-curricular activities, e.g. clubs, visits.
e. Links with other educational institutions.
f. Links within the community, museums, etc. For parental liaison and involvement see policy Section 3.

Section 2: STAFFING
a. Departmental staff and their responsibilities.
i. teaching staff (with job descriptions, administrative and teaching responsibilities).
ii. support staff (with job descriptions).
b. The allocation of teachers to pupil groups (for policy see Section 3). *
c. Current academic year timetables for:
i. teaching staff (see Appendix _) ii. language assistants (see Appen
iii. special needs support: timetable showing staff allocation (see Append
d. Covering absent teachers (for policy see Section 3). *

Section 3: DEPARTMENTAL POLICIES
a. Policy for the allocation of teachers to pupil groups. *
b. Policy for covering absent teachers. *
c. Assessment policy: *
(i) principles. * (ii) formal assessment (NC.). *
(iii) informal assessment (for classwork, homework and completion of coursework). *

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SET 2 SAMPLE

_____ SCHOOL - MODERN LANGUAGES DEPARTMENT
HOMEWORK POLICY

WHY IS HOMEWORK IMPORTANT?
1. It can help pupils to make more rapid progress in learning.
2. It can allow pupils to develop the practice of working on their own without the constant presence of the teacher or other pupils on the one hand and the external discipline of things such as the timetable or the bells on the other. This way of working is vital at the later stages of secondary education and after.
3. Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds.
4. It can allow valuable practice of skills learned in the classroom.
5. It can allow pupils to use materials and other sources of information that are not always available in the classroom.
6. It can involve parents and others in the pupils' work for their mutual benefit.
7. It can give opportunities for long term research and other work.
8. It can form an important part of the pupil's notes.
9. This gives pupils valuable experience of working to dead lines and facilitates staff with their marking schedules.
10. It forms a link with the methods of study crucial to success at Secondary School.

HOW DOES THE SCHOOL HELP PUPILS ORGANISE THEIR HOMEWORK?
1. Each pupil is given a homework diary at the beginning of the year. It says when the homework for each subject area will be set and when it is due in. We normally give up to a week to complete homework to allow flexibility.
2. We try to make sure that our instructions concerning homework are clear to everyone in the class, and that all pupils have plenty of time to copy down what is expected.
3. We aim to mark or respond to homework regularly, and in a way that is helpful to pupils.

HOW CAN PARENTS OR GUARDIANS HELP WITH HOMEWORK?
1. Check that homework details are filled in clearly and regularly in the homework diary. There is space there for your regular signature.
Help your child organise his or her time to best advantage so that things are not all left to the last minute or even forgotten.
to make sure that there are suitable working conditions at home.
a positive and active interest in your child's work at home rather than just that it is done.
know if there are problems with homework that you cannot resolve.
your child seems to be doing too much, or not enough, or is finding it too too difficult. Contact the class teacher in the first instance who will be glad

E DEPARTMENT ACTUALLY DOES

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SET 1 23 POLICIES

FOCUSING ON STRATEGIC MANAGEMENT OF THE DEPARTMENT - PARTICULARLY FINANCIAL AND PERSONNEL ISSUES.

MFL Policies - Set 1 (V9)	Pages (Appx.)
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Health & Safety	11
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_____ SCHOOL - MODERN LANGUAGES DEPARTMENT
STOCK CONTROL

SECTION 1 **THE STOCK LIST & INVENTORY**
The Department maintains a detailed inventory of its moveable non-capital assets, i.e. chemicals, apparatus, books, etc. To ensure effective stock control and security the Department has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:

- the School office computer finance system provides regular updates to the stock inventory. The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the HOD is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active;
- all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the Department. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing body.

SECTION 2 **PRINTED & AUDIO VISUAL STOCK**
It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock as necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;
- comply with DfEE, OFSTED and OHMCI reports and guidelines, etc;
- maximise the efficient use of shelf space;
- support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
- identify the need to withdraw and/or dispose of existing stock and the need to order new editions/versions;
- utilise new technology (CD ROMs, audio-visual);
- have display stock that is both attractive and relevant to the pupils and which encourages them to learn.

Withdrawal of a text should be considered if:

- **the stock item looks unattractive**, i.e. is old, dirty, damaged or in generally poor condition;
- **the stock item has not been borrowed or used for at least 5 years;**

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You can easily 'cut and paste' or adapt individual policies or policy sections to match your own specific needs and schemes of work. Improve upon your own existing policies and use the ideas in the S.S.E.R. policies to contribute to your own departmental improvement plans.

_____ SCHOOL - MODERN LANGUAGES DEPARTMENT
POLICY FOR THE ORGANISATION OF EDUCATIONAL VISITS

INTRODUCTION:
This policy is not definitive and should not be taken as an authoritative interpretation of the law. However, it does conform to the legal framework set out in the booklet, Safety in Outdoor Education (1989) (DfEE), the DfEE Circular 22/94 Safety in Outdoor Activity Centres and the booklet Health and Safety of Pupils On Educational Visits 1998. The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1992, have also been considered in formulating this policy.

PRINCIPLES:
The School is committed to incorporating educational visits and visitors (see policy on Clubs/Visitors) into its scheme of work, providing that they will enhance pupils' relevant understanding and experiences, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence.
All staff in the School have the option to take part in visits. If for any reason they do not wish to participate they should be prepared to cover for others.
Educational visits should be available to all of the pupils concerned, and should be organised accordingly, with particular consideration being given, especially when selecting venues and organising transport, to any pupils who have some sensory impairment or physical handicap.
Just as all other elements in course programmes, educational visits should have clear, relevant and achievable aims and objectives.
A major consideration in the organisation of any visit must be the safety of the participants, and in this, as in all other respects, both the LEA. guidelines and the School policy must be complied with. The minimum adult-to-pupil ratio is dependent on the nature of the visit and the age of the pupils - staff must therefore check that they comply with all school and LEA. requirements and regulations. The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.

SECTION 1 BEFORE THE VISIT

Exploratory/preliminary visits
All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning.

Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be effectively assessed for risk;
- can cater for the individual needs of the group;
- can direct the visit's itinerary to make the best use of the venue's educational potential.

Exploratory visits contribute to overall planning by ensuring that the Group Leader:

- is familiar with the geographical, logistical and social aspects of the venue;
- has obtained names and addresses of other schools who have used the venue;
- has met staff at the venue and has obtained advice from them.

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_____ SCHOOL - MODERN LANGUAGES DEPARTMENT.
AIMS AND OBJECTIVES

These aims and objectives relate directly to the aims of _____ School.

These aims relate directly to our Schemes of Work and the general requirements of the National Curriculum Attainment Targets for Modern Languages (AT.1 - Listening and Responding; AT.2 - Speaking; AT3 - Reading and Responding; AT.4 - Writing) to which all colleagues must now refer for detailed requirements.

Aims:

1.a) To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in the chosen Modern Foreign Language. To create an atmosphere where pupils wish to learn, so that they come to enjoy the chosen Modern Foreign Language, because they are active participants in it, and where staff enjoy teaching , so they give of their very best.
1.b) To enable each pupil to achieve his/her potential in a variety of situations, using all available resources appropriately, to ensure the highest level of achievement for each pupil.
1.c) To develop the ability to use the chosen Modern Foreign Language effectively for purposes of practical communication.

2.a) To enable pupils to be familiar with a body of knowledge, principles, skills and vocabulary in the chosen Modern Foreign Language.
2.b) By exposing pupils to a wide range of material (both literary and media) we aim to enable pupils to see the chosen Modern Foreign Language as:
  i. a major cultural feature;
  ii. part of a wider body of knowledge and skills, e.g. analysis, memorising, drawing inferences and scanning texts for information.

3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
3.b) To encourage positive attitudes to learning a foreign language and to speakers of that language, and a sympathetic approach to other cultures and civilisations.
3.c) To enable pupils to work independently and as part of a team in varied activities, so as the chosen Modern Foreign Language contributes to the development of core skills such as I.T., reading, writing and speaking.

4.a) To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to the chosen Modern Foreign Language and to experience success and enjoyment in their work.

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SET 2 22 POLICIES

FOCUSING ON IMPROVEMENT OF BOTH TEACHING & LEARNING PARTICULARLY INCLUSION, NUMERACY, LITERACY & ASSESSMENT.

MFL Policies - Set 2 (V9)	Pages (Appx.)
Pupil Inclusion & MFL (General & SEN)	3
Pupil Inclusion & MFL (Differentiation)	4
Pupil Inclusion & MFL (Multicultural)	1
Pupil Inclusion & MFL (Gender)	1
Pupil Inclusion & MFL (Gifted & Talented)	9
Pupil Attendance	6
Spiritual, Moral, Social & Cultural Development	4
Citizenship In MFL	6
Assessment/Recording/Reporting In MFL	7
Assessment - Target Setting	6
Assessment - Marking	2
Rewards & Sanctions	1
Homework	2
Numeracy - General Considerations	6
Numeracy - The MFL Numeracy Audit	5
Numeracy - Drawing Graphs	16
Literacy - General Considerations	7
Literacy - Designing & Choosing Resources	2
Literacy - Direct Activities Related To Text	1
Literacy - Spelling	6
Literacy - Handwriting	1
Asking & Responding to Questions	4
All 22 Policies	**100**

_____ SCHOOL - MODERN LANGUAGES DEPARTMENT

ASSESSMENT POLICY

The following core skills are used for assessment of completed extended pieces of work. In order for the pupils to be prepared for success at GCSE the skills are categorised into four standard skill areas - this categorisation process should not be seen as being too prescriptive as, e.g. communication skills can be demonstrated at all stages of an assignment. A fifth skill area (**Other Skills**) is used for internal assessment purposes only as these do not feature in formal assessment for external examinations.

N.B. ICT is used to explore, develop, model and communicate ideas - refer to the policy on ICT for further details.

Skill Area - Exploring and Developing Ideas (Planning):
Organisational Skills - to plan the allocation of time and resources (prioritising actions and reconciling decisions as the work develops), to carry out work in an ordered sequence and to organise information coherently.

Design Skills - the ability to respond to criteria and to produce a finished piece of work that matches those criteria. The ability to develop outline plans for the piece of work, and to make design decisions - considering issues such as:

- the needs and values of intended audience/users;
- moral, economic, social, cultural and environmental considerations;
- effective use of time.

Skill Area - Obtaining Evidence:
Observing/Recording Skills - the ability to observe, identify, select, collect and accurately record relevant ideas/information by a variety of methods.
Communication Skills - the ability to describe and explain information clearly with good use of the chosen language and correct use of technical terms. Extended writing should:

a. have a plan;
b. have a draft;
c. have a revision;
d. be proof read;
e. have good punctuation, spelling and handwriting;
f. finally be well presented.

Skill Area - Analysing Evidence and Drawing Conclusion
Interpretative Skills – the ability to extract, process, analyse and int… and information from a variety of sources, e.g. pupils should use infer… in an imaginative response to a stimulus.
Conceptualising Skills - the ability to identify technical questions and t… or to generalise what has been understood so that an idea is clearer and eas… understand.

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INFORMATION AND COMMUNICATION TECHNOLOGY

Category 4 - Reviewing, modifying and evaluating work as ICT progresses
Pupils should be:

- able to judge when to use ICT to collect, handle and investigate scientific information.
- aware of the many possible applications of ICT.
- aware of how ICT can be used to do things which can also be done in other ways.
- share their views and experiences of ICT with their peers and others using relevant terminology.
- critical of their own work and that of others so as to review what they have done and to help them develop their own ideas.
- able to describe the effects of their own actions.
- able to consider and discuss how they might improve their own ICT work and capabilities.

Much of the work in the Department is subject specific but wherever possible pupils are encouraged to use the skills acquired in other areas of the Curriculum to enhance their work. The main emphasis for Modern Languages is on communicating and handling information. Modern Languages supports development of the 'core skills' within Year 7. and then plans for one piece of work per half term for all years to be completed using I.C.T.
The following brief examples show how I.C.T. is integrated into our schemes of work for pupils in Key Stages 3 & 4:

The Modern Languages Department supports the basic skills lessons by offering the opportunity to complete work using the generic software available. Where possible the language fonts required are used.

Level 3: To include the use of 'Cut and Paste'. + The pupils use I.C.T. to access stored information. The interrogation at this stage is straight forward only.
Examples: **Text Choice.** Pupils are required to manipulate a piece of prepared text to associate the correct segments.
Granville. Pupils access the information presented and make arrangements for their own travel to and booking in France.

Level 4: Pupils are required to use a computer model or simulation to help them make decisions. They are also able to access stored information and add or amend ICT as necessary.
Examples: **Language in pairs.** A simulation is used to assist and enhance language learning. Question sheets are provided for the pupils the answers to which may be found using the CD-ROM.
French Database. Pupils are required to access a prepared database to find the answers to given questions. The task also involves finding inconsistencies in the information and correcting it. A variety of files are available and each group of 2 or 3 will be working on a different file.

Level 5: Pupils are required to select information and prepare ICT for their presentation in I.C.T.

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LITERACY & NUMERACY - DESIGNING/CHOOSING RESOURCES

Great care must be taken when staff design or select resources for use in the classroom. Specific criteria will need to be met with specific teaching groups although the following general points indicate good practice. In addition to the following criteria differentiation within the classroom is essential if all pupils are to be enabled to reach their true potential. Reference should therefore be made to both the School and Department policies on Differentiation.

Assessing The Readability/Reading Age
Staff should only purchase books/resources that have a stated reading age that is appropriate to the target pupil group. If the reading age is not stated then one of two methods should be used to ascertain the reading age:

1. Use Flesch/Kincaid reading age for your own worksheets and/or perform a 'readability' test.
2. Use a very simple readability test which can be carried out to ascertain whether a child can read a textbook and to what extent help may be required.
   i. Select a passage from the book (about 200 words).
   ii. Omit at regular intervals every 5th or 6th word.
   iii. Instruct the pupil to read the passage and fill in words that make complete sense.

   A 60% or above accuracy means that the pupil can use the book without any help.
   Between 40% and 50% means that the pupil could use the book with some help.
   Below 40% means that the book is too difficult for the pupil.

If there appears to be more than one suitable book, then the pupils should be asked which they prefer to use.

The following criteria should be considered when deciding upon the structure and content of the final publication - this applies equally to resources produced by publishing houses and to those produced within the School.

Have you considered the pupils' needs?

- consideration must be given to pupils with Special Educational Needs;
- discuss the structure/suitability with the SENCO;
- try and introduce new concepts within familiar contexts and/or settings;
- provide plenty of clues, cues, examples and opportunities for repetition and reinforcement;
- use small learning steps;
- give plenty of opportunities for success - this can be linked to a Record of Achievement;
- allow for the non-artistic, e.g. tracings, dry transfer, copyright-free books.

Have you prepared the pupils adequately?

- before asking a pupil for a piece of formal work, allow opportunities for discussion and for expressive writing;
- allow opportunities for making notes, drafting and redrafting before the final version – homework is an ideal opportunity for such work;
- refer only to other written materials that are within the pupil's reading ability;

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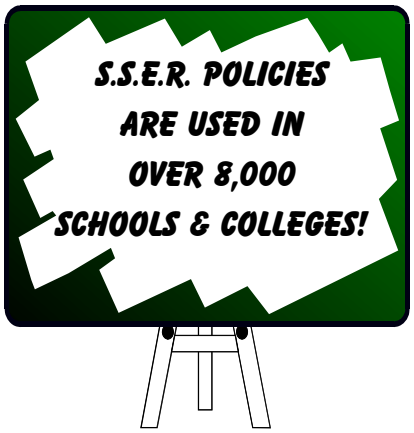

_____ SCHOOL - MODERN LANGUAGES DEPARTMENT

POLICY FOR THE INDUCTION OF NQTs

SET SAMPLE

Introduction:
The Department's policy for the induction of Newly Qualified Teachers (NQTs) follows the overall policy of the School and links quite closely with the Department's policy for general INSET provision (q.v.). All NQTs have been awarded Qualified Teacher Status (QTS) but need to successfully complete an initial induction period equivalent to three terms. During and at the end of the induction period assessments occur which take into account the requirements for the NQT to meet the 'Induction Standards'. Only then can the teacher have full registration with the General Teaching Council (GTC) for England. The School has clear criteria about what constitutes quality and these criteria are reviewed and evaluated regularly. This policy conforms to DfEE Circular 5/99: The Induction period for Qualified Teachers, published May 1999.

NQTs are provided with a folder of information designed to help them to establish themselves reasonably quickly in the School. Accordingly, the folder contains appropriately detailed information about the School as an organisation, its systems and structures, its aspirations, values and ethos, its rules, routines and procedures, and its accommodation, etc. In addition, newly-qualified teachers are provided with a copy of the Department's Handbook and other pertinent Departmental literature. As would be expected, experienced teachers in the Department offer support to newly-qualified teachers in every possible way. Somewhat more formally, the Head of Department arranges a programme of regular tutorials during the new teacher's first year. Collectively, these tutorials seek to reaffirm many of the procedures that are understood to be important contributors to competent, confident and effective teaching and address general issues and a variety of important concerns specific to the teaching of the subject. Particular attention is paid to the interpretation and delivery of the Scheme of work and to its subsequent assessment, recording and reporting.

Principle:
Professional development should be focused on practical action and change and must have priorities rooted in an existing situation and clearly pointing in a specific direction. Therefore, the Induction programme must be led by the individual needs of the NQTs (as prioritised in the Career Entry Profile).

Specific Aims:
The Induction policy and its implementation aim:

1) to contribute towards the maintenance of and improvement in the quality of the School's teaching and learning.
2) to integrate into the School's Development Plan and to be complimentary to the system of appraisal, and those for monitoring and reviewing.
3) to enable NQTs to quickly develop into more confident and effective teachers by:

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