

**ST MARY'S CATHOLIC
PRIMARY
SCHOOL**

Languages Policy 2016-17

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Person Responsible: Miss McCann

1 Rationale for Teaching Languages at St Mary's

- 1.1 As the UK becomes an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At St Mary's we believe strongly in the benefit of high quality, meaningful language learning and have therefore implemented the teaching of French for all KS2 children (Y3 to Y6) since September 2009. The teaching and learning of French in St. Mary's is now reflective of the Statutory guidance published in the National Curriculum (2014). Children in KS1 (Y1 and Y2) are now also availing of weekly French lessons to encourage early exposure to the language and a lunchtime French club is available to both KS1 and KS2 children during term time. In the Foundation Stage children answer the register in different languages to instil an early insight into and enjoyment of language learning.
- 1.2 Learning a language enriches the curriculum, providing excitement, enjoyment and challenges for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oral and literacy development and to their understanding of their own cultures and those of others. Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.
- 1.3 **Making Links.** Our visiting French teacher as well as subject leader ensure to keep in contact with the language coordinator in our feeder secondary school and share our curriculum areas covered and schemes of work to ensure that no crossover or repetition occurs. We work closely to give the children a smooth transition and continue to challenge them throughout their primary and secondary learning of languages.
- 1.4 **Language learning stimulates children's creativity.** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, take the role of the teacher and experiment creatively with language.
- 1.5 **Language learning supports oracy and literacy.** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- 1.6 **Language learning leads to gains across the curriculum.** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

1.7 **Language learning supports and celebrates the international dimension** Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2 Our **aims** when teaching Languages are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

3 Teaching and learning styles and procedures

3.1 At St Mary's Primary School we will use a variety of teaching and learning styles in our Language lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; Computing, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

3.3 The lessons are to be delivered by the class teacher or the French specialist.

3.4 Y5/6 children receive 45mins of Language teaching a week which will follow the St Mary's Languages Scheme of Work and therefore a set progression. Children in Y1-4 receive 30 mins per week. The allocated time will be taught by our French specialist. The class teacher is encouraged to use their own knowledge of the language and to avail of resources such as Rigolo to supplement and integrate the children's language learning into their other learning throughout the week. The lessons are split into listening, reading, oral and writing activities. They are done either as a whole class, as individuals or in groups. The main objective of the week's lesson and basic phrases are to be used in short five minute games or activities throughout the week.

3.5 Recommended resources are available on the school network. There are recommended books regarding songs and work sheets on the central server.

3.6 Lesson Content:

The French lessons are to include:

- a. learning French vocabulary
- b. asking and answering questions, expressing opinions

- c. teaching of basic French grammar and spelling patterns
 - d. playing games, learning songs and reading stories
 - e. using language that has been taught in role play situations to develop accurate pronunciation and intonation
 - f. researching and learning about life in France
 - g. to write phrases and sentences
- French will be used in displays that relate to the children's learning.
 - Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

4 Languages curriculum planning

4.1 The teaching of Languages has now become a statutory National Curriculum requirement and we feel that we have worked hard to make it work meaningfully within our timetable. We use the guidance published in the National Curriculum to inform how we implement the teaching and learning of French in St. Mary's.

4.2 We carry out the curriculum planning in Languages in three phases (long-term, medium-term and short-term). The French Specialist bases the planning on the published guidance and the Rigolo and Tout le Monde schemes of work. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

5 The Foundation Stage

A whole school approach to Languages is desirable, so although languages will be optional for the Foundation Stage teachers are greatly encouraged to start introducing Languages in a cross curricular way to enhance the EYFS curriculum. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. Recommended resources will be available on the school website.

6 Languages and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Languages is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach Languages to all KS1 and KS2 children, whatever their ability and individual needs. Languages form part of the school curriculum policy to provide a broad and balanced education to all children. Through our Languages teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning Languages. Where children are to participate in activities outside the classroom (a

theatre trip or visit to an Languages department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 Children's work in Languages is assessed in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.
- 8.2 Medium-term assessments are used to measure progress against the key objectives, and to help the teacher/ specialist plan for the next unit of work. At the end of each term children are assessed in speaking, listening, reading and writing.
- 8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarize the progress of each child before reporting it to child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.4 The Association for Language learning and the corresponding teachers' guide to this, http://www.all-languages.org.uk/support/guidance_2/language_coordinators is a recommended method self assessment record for pupils. It should be used once a (short) term as formative assessment.
- 8.5 The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in Languages in each year of KS2.
- 8.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

9 Resources

There is a range of resources to support the teaching of Languages across the School: Children have access to the Internet through their classroom computer and access to the Internet is also available in the ICT suite. There is a selection of additional materials stored centrally in the AVA room. Resources are reviewed and updated regularly.

10 Monitoring and review

- 10.1 Monitoring of the standards of children's work and the quality of teaching in Languages is the responsibility of the subject leader, supported by the Headteacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Languages in the school. The leader may have specially-allocated management time in which to review samples of

the children's work and to undertake lesson observations of Language teaching across the school. The named governor responsible for Languages will meet regularly with the subject leader in order to review progress.