



Languages Policy (French)

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Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



LANGUAGES POLICY

Heygarth Primary School
2022-2023

'Learning and Achieving Together for Life.'

OUR VISION

At Heygarth Primary School, we envision that our children will develop their language learning skills and become all-round global citizens.

We will prepare our children by developing an awareness of cultural differences, to stimulate and encourage children's curiosity about language, to encourage children to be aware that language has structure and the structure varies from one language to another and to lay the foundations for further study. With this approach, children will gain confidence in communicating in a foreign language.

We teach French as our chosen foreign language in order to prepare children for life in modern Britain, in which work and activities increasingly involve communicating in many different languages.

AIMS

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The Content of our Curriculum

All Key Stage 2 pupils are entitled to foreign language learning in school time.

Heygarth recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 - 6. The focus language taught in our school is French.

Speaking and listening

The children will learn to

- listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practice the sounds of the language in an enjoyable way;

- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

Planning and Delivery

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school uses the 'languages' scheme of work in Years 3-6. Teachers collaborate over planning, sharing ideas for activities, resources and special events.

There are three main contexts in which language teaching and learning take place:

Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher, teaching assistant and/ or a languages specialist (the content of these sessions is reinforced by the class teacher during the week).

Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practice their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in real-life contexts.

Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Technology

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through Languages lessons to other areas of the curriculum.

Assessment

Using the 'Balance' tool for assessment, teachers will make regular formative judgements, focusing on learning that has taken place and to plan next steps. Strengths and areas for development will be identified and addressed.

Short term assessments are made as part of every lesson and are underpinned by the principles of Assessment for Learning. These short term assessments enable teachers to adjust their daily plans accordingly and to provide feedback to pupils either verbally or written. All children are encouraged and supported in making judgements about how they can improve their own work and what the next steps are.

Medium term assessments measure progress against key objectives; individual or group targets are set accordingly and the information is used to inform future planning. Assessments are moderated at class, year band and whole school level. The findings are used to inform planning and grouping of children.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next

school year, and to summarise the progress of each child and cohort. The next teacher then uses these long-term assessments as the planning for the new school year.

These long-term assessments are based on teacher assessments. Teacher assessment, supported by clear evidence, forms the basis of our assessment up to and including Year 6.

Reports to parents on the attainment of their children are made verbally in the autumn and spring term and a written report is provided during the summer term. Reporting in Languages focusses on each child's:

- Attitude towards Languages;
- Progress across Languages;
- Level of Languages achieved: WTS (Working Towards Standard), EXS (Expected Standard) or GDS (Greater Depth Standard).

Monitoring

Monitoring teaching, pupil achievement and progress is essential and the outcomes of monitoring are used strategically to secure even better Languages outcomes for pupils.

Monitoring and data analysis includes:

- Learning walks;
- Moderating assessment;
- Observing lessons;
- Planning;
- Pupil focus groups;
- Team meetings;
- Work scrutiny;
- Other ideas.

Monitoring of Languages teaching is carried out by the Languages leader. The objective of the monitoring is to ensure Languages is being taught well across the school. Specific areas can be chosen as the focus for example: use of support staff, the use of technology, agreed in advance of the lesson. Following an observation, the class teacher receives feedback and a copy of the observation notes.

Languages monitoring achieves the following:

- To gain insight into the nature of Languages teaching across the school;
- It gives class teachers the opportunity to review their own practice and discuss teaching Languages with the subject leader;
- It gives the Languages leader an insight into areas of strengths, enabling good practice to be shared among colleagues;

- It allows resources to audited and for the assessment of current and future resource requirements;
- It allows the Languages leader to set targets, demonstrating the school's commitment to self-evaluation and improvement of standards in Languages;
- It provides opportunities for bespoke support for areas of need.

Inclusion

Primary Languages teaching at Heygarth is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Equal Opportunities

All teaching and non-teaching staff at Heygarth Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest possible progress and achievement.

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Health and Safety

All aspects of this policy and practice are carried out with regard to our health and safety procedures. All relevant risk assessments should be read in conjunction with this policy.

Role of the Subject Leader

The Subject Leader is responsible and accountable for improving the standards of teaching and learning in Languages through:

- Monitoring and challenging pupil progress.
- Monitoring teaching and Learning in Languages.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Reporting to Governors about Languages.
- Providing information and meetings for parents
- Purchasing and organising resources
- Keeping up to date with recent Languages developments.

Role of Governors

Reports are made to the governors on the progress of Languages provision through analysis of data and classroom observations by the Languages subject leader. In addition to these, members of the governing body will be invited to take part in monitoring activities led by the subject leader. The Languages Link Governor is currently Tim Jones.

Conclusion

It is the responsibility of all staff at Heygarth Primary School to share the love of learning in Languages and teach to the expectations set out in the National Curriculum.

Languages Policy written by: Rebecca Griffin

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