



Languages Policy

“Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Context:

The KS2 classes have been language learners from September 2014. The school is a two form entry school with approximately 430 pupils. The first language of the majority of pupils in the school is English. There are also a number of pupils who have another language as their first language. How many?

Vision:

The study of Modern Foreign Languages provides a valuable educational, social and cultural experience for pupils, unlocking the door to a wider world. It prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing and knowledge of phonics and grammar. Pupils use languages to communicate information responsibly, creatively and with discrimination. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society. It also provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects. The children’s knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in the development of language learning skills in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Aims

- To foster an interest in, and a positive attitude to learning other languages
- To develop language skills and language-learning skills

- To make children aware that language has structure, and that the structure differs from one language to another
- To become increasingly familiar with the sounds and written form of a modern foreign language
- To increase children's cultural awareness by learning about different countries and their people, and working with materials from those countries and communities
- To develop children's speaking and listening skills
- To lay the foundations for future study at Key Stage 3
- To become increasingly familiar with the sounds and written form of a modern foreign language
- To understand and communicate in a new language
- To make comparisons between the foreign language and English or another language
- To encourage children to understand what they hear and read, and to express themselves in speech and in writing, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To introduce young children to another language in a way that is enjoyable and fun
- To discover and develop an appreciation of a range of writing in the language studied

Organisation:

Children in KS2 learn Spanish.

In KS2 children are taught by their class teacher directly for 30 minutes per week. Each child has a login to language boosters that can be accessed during the week at home to support their learning.

Management and Training:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff alongside staff training videos and free webinars on PLN platform.

The Curriculum:

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Teaching and Learning:

We use Primary Language Network (PLN) to deliver the curriculum. This covers a variety of techniques to ensure that children are developing their linguistic skills through listening, speaking, reading and writing, laying the foundation for further language study at key stage 3. Activities can consist of games, actions, rhymes, stories, song, drama activities, grammar tasks, engaging with video clips, air writing, investigating sentence structure, dictionary work and many more creative ways to extend, embed and combine language skills. The children see native speakers throughout their learning through video and audio in order to expose them to more than one voice in the foreign language. The focus is for pupils to make substantial progress in one language whilst developing all language learning skills to enable them to access language learning in general at KS3.

Spiritual, moral, social and cultural development

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. For example, children learn about the differences between the way religious festivals such as Christmas and Easter are celebrated. Through MFL teaching, we offer children in our school opportunities to investigate a different society and thus consider different spiritual, moral and social cultures. This opens opportunities for discussion and debate. We help children to develop their intercultural understanding, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

Assessment:

Currently assessment is spread across the four language skills, two of which are focussed on each half term. Teachers informally monitor reading, writing, speaking and listening skills as well as grammar and phonic knowledge. Their assessments are then recorded in a non-core assessment document each half term, which will inform an overall judgement of progress at the end of the year.

Monitoring:

The MFL coordinator monitors assessment documents, as well as doing book looks and pupil/teacher voice. Oral monitoring is done via Google Drive where staff share video/audio evidence of oracy in the classroom over the course of the year.

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- monitors assessment documents, as well as doing book looks and pupil/teacher voice. Oral monitoring is done via Google Drive where staff share video/audio evidence of oracy in the classroom over the course of the year.
- supports colleagues in their teaching, by keeping informed about current developments in MFL and by providing a strategic lead and direction for this subject;
- gives the headteacher a school improvement plan in which they evaluate the successes and identify areas for development in MFL

Continuing Personal Development:

The MFL coordinator attends, (as part of the Primary Languages Network) coordinators' CPD. The MFL coordinator is a member of the network email group and can access the PLN Twitter account , the PLN website (<https://primarylanguages.network/>) , network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE ,all its materials , and lesson by lesson planning. The coordinator is also available for staff to talk to ask questions.