



White Cliffs

Primary School

Unique - Confident - Valued

Languages Policy

White Cliffs Primary School Languages Policy	
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Statement of intent

White Cliffs Primary School understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

As part of the requirement to teach KS2 pupils a language, pupils at our school will be taught French. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Education Act 2002
 - Equality Act 2010
 - DfE (2013) 'Languages programmes of study: key stage 2'
- 1.2. This policy operates in conjunction with the following school policies:
 - Marking and Feedback Policy
 - Equal Opportunities Policy: Pupils
 - Assessment Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - English as an Additional Language (EAL) Policy

2. Aims

- 2.1. By the time pupils leave the school, they will be able to:
 - 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.
 - Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
 - Discover and develop an appreciation of a range of writing in the language studied.

Roles and responsibilities

- 2.2. The Headteacher is responsible for:
 - Holding the CSL to account for pupils' attainment in languages.
 - Assisting the CSL in reviewing and updating this policy every 2 years.
 - Supporting the CSL in identifying CPD opportunities for themselves and classroom teachers.

- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

2.3. The CSL is responsible for:

- Holding classroom teachers to account for pupils' attainment in languages.
- Carrying out lesson observations to ensure the school's expectations and aims are being adhered to.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Teaching lessons and providing cover for absent classroom teachers where necessary.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the School Development Plan.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and support staff to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.
- Working with the **SENCO** and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

2.4. Classroom teachers are responsible for:

- Working with the CSL to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in end of year reports.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the CSL to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.

- Promoting and adhering to this policy and its aims.

3. The curriculum

3.1. Pupils in KS2 will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions, orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

4. Cross-curricular links

- #### 4.1.
- Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

History

- 4.2. The history curriculum looks at global events and how these have affected modern life.

PSHE

- 4.3. In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.

RE

- 4.4. While studying RE, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

5. Assessment and reporting

- 5.1. Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.
- 5.2. All assessments are undertaken in accordance with the school's Assessment Policy.
- 5.3. Parents are updated on their children's progress in languages during Parent Partnership Meetings and in end of year reports.

6. Planning and teaching

- 6.1. The CSL oversees all planning and teaching by observing lessons and participating in planning sessions with classroom teachers.
- 6.2. Classroom teachers are encouraged to collaborate and work together to ensure continuity between year groups, and that engaging lessons take place.
- 6.3. The CSL and classroom teachers will use their own expertise to enhance and build on the aims of the national curriculum.
- 6.4. Classroom teachers will utilise the following teaching methods:
 - Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
 - Relating aspects of the language being taught to pupils' existing knowledge
 - Using a variety of learning activities, e.g. songs, stories, games and role-play
 - Preparing tasks for pupils to complete individually and in groups

7. Resources

- 7.1. The CSL is responsible for the audit and provision of resources including books and artefacts.

8. Inclusion

- 8.1. The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
- 8.2. The CSL will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum.
- 8.3. Tasks are adapted to ensure pupils of all abilities are challenged.
- 8.4. Reasonable adjustments are made by the CSL in collaboration with the SENCO and other relevant members of staff.
- 8.5. Pupils with EAL will be supported in accordance with the English as an Additional Language (EAL) Policy.
- 8.6. The CSL will meet with the member of staff responsible for pupils with EAL to determine what reasonable adjustments are necessary.
- 8.7. Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy: Pupils, SEND Policy and EAL Policy.

9. Monitoring and review

- 9.1. This policy is reviewed on a 2-year cycle or in light of changes to legislation, procedure or best practice by the CSL and the Headteacher.
- 9.2. The CSL will communicate all updates to this policy to the relevant classroom teachers.