



Languages Policy

Rationale

At Shiremoor Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps to develop the ability to communicate, including key skills of speaking and listening and extends pupils' knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. All Key Stage 2 pupils are entitled to foreign language learning in school time. Shiremoor Primary School recognises the value of this initiative and provides age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6. The focus language taught in our school is French.

Aims

- To enable children to understand and communicate in another language.
- To develop an enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's global awareness.
- To awaken and develop an interest in foreign cultures and life-styles.
- To develop the children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest.
- To give a sound start for further development of languages at Key Stage 3 and beyond.
- To continually review and modify the curriculum in light of current research and the needs of the school.

Implementation of the Policy

At Shiremoor Primary School our Languages curriculum reflects continuity and progression across the KS2. By following the North Tyneside Scheme of Work we ensure teachers guide children's progression in line with the KS2 Programme of Study.

The planned schemes of work take into account that to progress in their language learning, children should be given opportunities to reuse, in an increasing range of contexts, the skills, vocabulary, structures and grammar they have learnt. As they become more competent in using the foreign language, they should be encouraged to manipulate language more independently. They are based on the principle that constantly 'recycling' language is the key to becoming a proficient language learner.

The schemes of work consolidate and build on literacy work. Children should be encouraged to increase their knowledge of grammar and how language works and to explore differences and similarities between the new language and English or another language. They should also be taught phonics and explore the different phonemes to improve pronunciation and spelling.

Shiremoor Primary School Approach to Languages

At Shiremoor Primary School, appropriate language methodology for young language learners will comprise many different kinds of teaching and learning including:

- direct teaching, through whole-class and small-group sessions;
- use of games and activities requiring a physical response;
- opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups, or communicating with people in other countries, with varying degrees of support;
- opportunities for pupils to reflect on and reinforce their own learning, e.g. learning by heart or revising work.

Good, successful strategies used in Literacy lessons will be adopted in languages lessons with the older children. E.g. text, sentence and word level work using foreign language 'story' books. 'The Look Cover Write Check' method for learning to spell words in English will also be used to learn words in other languages when appropriate.

Successful strategies from Maths lessons will be replicated and equipment like digit cards, number fans, number squares and dice will be used to help consolidate the learning of numbers.

There is a lot of active learning and the use of games, songs, dance, rhymes, story-telling, playlets and role play is encouraged.

Languages are taught following the North Tyneside scheme of work and the National Curriculum 2014.

To deliver the curriculum effectively, and to try and encourage use of the target language, a wide range of equipment is used, including interactive television, DVD, CD player, the internet, computer, iPads, flashcards and games.

In addition to a discrete language lesson, class teachers look for opportunities to consolidate learning in other contexts, such as taking the register and classroom instructions.

SMSC

Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. Pupils get excited about learning a new language. All pupils are at the same starting point and it allows them to build a foundation for their next step in Languages.

Pupils recognise the importance of learning a language from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.

In learning a language from another culture pupils begin to appreciate the similarities and differences between France and Britain

Assessment

At Shiremoor Primary School we assess the children's work in Languages by making informal judgements as we observe the children during lessons.

Summative assessment is carried out and recorded using Target Tracker each term. All class teachers are responsible for inputting accurate data that is then monitored by curriculum leaders and senior management. At the end of the year a summative judgement is made for each child as to whether they have achieved the school's expected standard for the end of the year.

Evidence for teacher assessments is located in the French books. Staff will store digital evidence including photos and videos on a secure iPad or on the school network.

Differentiation

At Shiremoor Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials are available from SENDCo, Mrs A Irving. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

Equal Opportunities

At Shiremoor Primary School the curriculum for Languages will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the Languages Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Resources

At Shiremoor Primary School there is a wide range of resources to support the teaching of Languages across the school. There is a file accessible to all staff in the shared area of the school network which includes audio and visual resources as well as the whole North Tyneside Scheme of Work.

Additional resources such as texts, flashcards, DVDs are also available in school and are kept by the Languages co-ordinator.

Monitoring and Evaluation

At Shiremoor Primary School the Languages Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays may be kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in Languages within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate Languages, the Languages subject co-ordinator does the following:

- Purchases and organises the appropriate resources.
- Supports colleagues in the teaching of Languages.
- Keeps up-to-date on the use of Languages in the curriculum and regularly attend training for subject leaders held by the LA and feedback new information and ideas to staff.
- Conducts French Book scrutiny to assess the standards of Teaching and Learning through the children's work.
- Regularly reviews and updates the Languages Policy and contributes to the school's self evaluation programme.
- Analyses cross school summative assessment data.