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Burton CE Primary School

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

Children at Burton Primary have been learning Spanish since 2019 although a new Scheme of Work, 'Primary Languages Network,' was adopted as of September 2024. This scheme is delivered in accordance with the Burton CE Primary School, Teaching and Learning Policy. In KS2 children are taught Spanish for approximately 40 minutes per week and when appropriate, this is 'topped up' outside of the language lesson (for example classroom commands, calling the register etc.)

Our Intent and Vision

At Burton CE Primary we fully embrace the aims set out by the National Curriculum 2014 for Foreign Languages. We recognise that we are part of a rapidly integrating world where similarities and difference with other cultures and beliefs are to be appreciated and respected. This is in line with our core Christian Values which underpin the ethos of our school. Learning a foreign language encourages pupils to ask and answer questions about the world in which they live, develop their curiosity and understanding of other places and give them the confidence to open the door to learning other languages.

Our aim in teaching Languages is to nurture and develop children's love of language by equipping them with the three pillars of language learning; Phonics, Grammar and Vocabulary. This is taught through teaching and developing the core strands of communication; listening, speaking, reading and writing. Our pupils will be able to understand and respond to language both spoken and written with increasing accuracy (in pronunciation and grammar) and with confidence (in fluency and spontaneity).

Through our curriculum, we equip students and acknowledge the skills and techniques used when learning a foreign language so that in time, these skills can be applied to learning other languages.

We also use the teaching and learning of foreign languages to support an understanding of English in identifying similarities and differences in grammar, punctuation and word origins.

Implementation - Curriculum

Our school follows the Primary Languages Network scheme of work (Click2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of FL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4. As our school has mixed-age classes, we adapt the scheme of work to form a two-year cycle (Year A and Year B) which allows the children to access the four stages of language learning and complete these by the end of KS2.

Implementation - Teaching and Learning

To promote an active learning of languages, a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is kept in Language Portfolios, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

Inclusion

All children, regardless of background or any additional needs, have the right to a good quality education. Through differentiation and additional support, all children can enjoy learning a language, develop communication skills, discover more about the world and its diversity, and celebrate and appreciate cultural and linguistic differences. These skills can then be linked to and developed in other curriculum areas.

Impact

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases – please see knowledge progression document) to be '*left in the sieve*' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage. This is supported by the children's use of Knowledge Organisers which are added and referred to regularly.

Through the use of Puzzle It Out assessments and the tracking of results using a spreadsheet, progress can be monitored, and show the impact of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

Monitoring & CPD

The subject is managed by the Languages Coordinator. To ensure the language skills of all staff are developed and sustained, all school staff are members of the Primary Languages Network. The Language Leader also runs a CPD session to all staff at least annually to ensure the teaching and learning of foreign languages remains high profile and consistently good. The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff both formally and informally discussing what is going well and where further support might be needed. Informal drop-ins allow the subject leader to also assess pupil progress and staff areas for development.

The teaching and learning of Languages is regularly monitored and the scheme of work reviewed termly to ensure that children are making at least good progress. This can take the form of both formal and informal methods.

The subject leader regularly conducts pupil interviews to gather their views and opinions about learning a new language. Children bring and share their language portfolios with their knowledge organisers to these discussions.

Celebration

When possible, children are given the opportunity to celebrate different cultures. This might be through a variety of different experiences such as food tasting, visitors and off-site visits so that the differences of our world can be embraced and appreciated. As a school, we celebrate European Languages Day and International Mother Language Day annually.

October 2024

This policy will be reviewed in 2027-28 or sooner if necessary or in the light of changes to legislation.