



Foreign Language 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:

St Peter’s is a one form entry school with approximately 210 pupils. 70% of our pupils have English as an additional language; first languages include: Arabic, Bengali, Bulgarian, Czech, Farsi/Persian, Greek, Lithuanian, Panjabi, Pashto/Pakhto, Romanian, Russian, Sinhala, Somali, Spanish and Urdu.

Vision:

At school we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children’s knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress 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.

Organisation:

Children in KS2 learn French. In KS2 children are taught through a VLE, with a specialist teacher on screen, for 40 minutes per week and school aims to follow up activities when appropriate outside of the language lesson.

Management and Training:

The subject is managed by the subject leader. 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 subject leader will advise, work with and guide staff and the visiting specialist teacher when required.

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:

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.

Assessment:

The children in KS2 are assessed in the four core skills of Listening, Speaking, Reading and Writing three times per academic year. These results are tracked using a spreadsheet, which demonstrates the percentage of children who are Emerging, Meeting and Exceeding in each of the four skills. The spreadsheet tracks both class attainment in these skills and also individual pupil progress in each skill.

Monitoring:

The subject leader discusses language learning with staff in class and monitors planning, spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2. The subject leader and teachers delivering French can access training in monitoring via the PLN VLE, consultation time, email discussion and at coordinator CPD.

Continuing Personal Development:

The subject leader attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The subject leader is a member of the network email group and can access the PLN Twitter account, the PLN website (<https://www.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.