

Hadnall C of E Primary School Languages Policy

1. Introduction

This policy sets out the aims, principles and strategies for the delivery and implementation of the languages programme at Hadnall C of E Primary School.

The following document has been written with reference to the National Languages Strategy, the Key Stage 2 Framework for Languages, the QCA Scheme of Work, the National Curriculum Online non-statutory Guidelines for MFL, the European Languages Portfolio, the Languages Ladder, Enjoyment and Excellence and Every Child Matters.

The policy is available for all teaching and non-teaching staff to use as a reference for planning and delivering the languages programme at Hadnall C of E Primary School. Parents and governors can request to see a copy from the school office.

The role of the Co-ordinator

The subject leader/co-ordinator will facilitate the development of languages in the following ways:

- By managing the implementation of the policy;
- By updating the policy and scheme of work in collaboration with teaching staff;
- By ordering/updating/allocating resources in collaboration with teaching staff;
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments and by maintaining links with the Advisory Team for languages;
- By contributing to the School Integrated Development Plan on an annual basis;
- By management of the native speaker if available;
- By liaising with feeder and or receiving schools

It is the responsibility of the head teacher and governing body to ensure that statutory requirements of entitlement are being met.

2. Rationale for introducing the languages programme at Hadnall C of E Primary School

We believe that learning a foreign language can enrich the life and experience of our children:

“Language competence and intercultural understanding are an essential part of being a citizen. Children develop a greater understanding of their own lives in the context of exploring the lives of others. They learn to look at things from another’s perspectives, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their lives, beliefs and values.” (DfES, 2005, Key Stage 2 Framework for Languages)

Learning foreign languages reinforces the key approaches to teaching and learning set out in *Excellence and Enjoyment: A Strategy for Primary Schools*, and in carefully implementing the KS2

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Framework for languages we ensure that we pay attention to how to best achieve the most positive outcomes for children, taking account of the vision and intentions as sets out in *Every Child Matters*.

Aims and objectives of the languages provision at Hadnall C of E Primary School

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between French and English. 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. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

We aim to:

- foster an interest in learning other languages
- provide an enjoyable and challenging languages curriculum
- introduce young children to another language in a way that is enjoyable and fun
- stimulate and encourage children's curiosity about language
- encourage children to be aware that language has structure and that the structure differs from one language to another
- help the children develop their awareness of cultural differences in other countries
- develop their speaking and listening skills
- lay the foundations for future study
- extend language teaching beyond mother tongue learning

The children are taught how to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in French
- look at life in another culture

We also aim to develop teachers' confidence and competence to teach languages and embed languages across the Curriculum.

Language Specific Aims

The languages programme is planned and implemented following the objectives of the five strands as specified in the KS2 Framework for Languages. These are:

Oracy

We aim to ensure that children spend a lot of their time listening, speaking and interacting orally; frequent opportunities will be provided to listen to a good model of pronunciation (supported by native resources)

Literacy

The oracy strand supports the literacy strand and children will be exposed to activities which aim to develop the relationship between sounds and the written form. Children will be exposed to a variety of forms of text such as stories, poems, information text etc.

Intercultural understanding

Activities specific to the language lessons aim to encourage children awareness of other cultures with the aim of appreciation of similarities and differences. Outside language lessons children are encourage to explore other cultures and countries though subject like Geography, RE, PSHE.

Knowledge about the language

Children will be exposed to the foreign language and encouraged to identify similarities and differences with their own language; this supports the development of children understanding of the language structure and build their confidence in communicating effectively.

Language learning strategy

The aim of introducing the language programme at Hadnall C of E Primary School, is to encourage children to appreciate foreign languages and develop their interest and ability to learn a foreign language; therefore, activities will encourage children to reflect and become aware of how they learn languages.

3. The organisation of the languages programme

The hour a week entitlement will be phased into each year group as training for staff is accessed. The hour will be comprised of a dedicated 'lead lesson' with planned reinforcement activities carried out. These may be part of other lessons.

The learning of a foreign language at Hadnall C of E Primary School takes the form of discreet language lessons of 30 minutes weekly supported by 10 minutes short reinforcement sessions delivered throughout the week; these sessions are normally delivered by the class teacher.

The delivery and development of cultural awareness will be supported by activities in other subject areas and through special occasions. For example:

- Contact with link school
- Citizenship/PHSE/International Dimension
- Special events with parents' involvement
- Themed lunches
- Festivals
- Displays of target language speaking countries
- Celebrations of Religious Festivals

Lessons in KS2 will be organised following the QCA schemes and cross-curricular links. In KS1 language teaching is not statutory at present. However, if appropriate, it will be linked to cross-curricular activities to develop vocabulary.

4. A way of working

Planning

All planning is undertaken by the MFL co-ordinator in collaboration with the teaching staff, the MFL subject leaders network or those taken from on-line framework support. As the class teachers receive training, they will begin to adapt the plans for their own classes.

Teaching and learning strategies and progression opportunities

Teaching strategies and opportunities for progression are identified in the termly Scheme of Work and each class teacher will adapt their strategies to suit the activities and their cohort.

Scheme of work

Languages will be planned according to the QCA schemes and guidelines, and cross curricular opportunities.

Resources

The languages co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the languages budget. The amount of this budget reflects the degree of priority given to languages in the School Integrated Development Plan.

Celebrating Achievement

Our initial step within KS2 is to celebrate children's achievement, and track progress, through using the European Languages Portfolio. Each child will be given opportunities to assess their own learning and will be collecting evidence of their progress in the provided portfolio. These portfolios will then be available to children, other staff, parents/carers, etc.

We will ensure that whenever possible we will involve parents and carers in providing opportunities to evidence children's intercultural experiences, i.e. when visiting a foreign country.

As a school, we recognise the importance of a smooth transition to KS3. We aim to do this by passing on relevant assessments and information to our feeder schools during meetings with secondary teachers towards the end of Year 6.

Embedding languages in the curriculum & exploiting opportunities

As staff become more aware of language teaching methodology and more confident in their language skills, languages will be increasingly embedded in the curriculum. The co-ordinator, together with the teaching staff, will identify opportunities in medium term planning and ensure the necessary resources are available. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in school are responsible for promoting this.

5. Monitoring

Monitoring will be carried out by the Headteacher and/or Mfl co-ordinator in the following ways:

- informal discussion with staff and pupils
- observation of displays
- Medium planning
- Looking at work in children's folders and Language Portfolios
- Team teaching

6. CPD and INSET opportunities for all staff

The languages co-ordinator will attend subject leader meetings and LEA INSET to support their work in school and cascade any relevant information to staff during staff meetings or on staff development

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days. All staff will have the opportunity to attend LEA INSET and receive support for teaching languages in their classes from the languages coordinator.

7. Special Education Needs

The languages programme aims to provide effective learning opportunities for all pupils and differentiation will be identified in the scheme of work. Each child will be given access to same learning opportunities, resources and equipments appropriate to their individual needs.

8. Gifted Provision

More able pupils are taught in their own class and challenging learning activities will be provided through differentiated group work, questioning, etc.

More able pupils will be indicated to the secondary school to ensure effective progression.

9. Equal Opportunities

It is important that children at Hadnall C of E Primary School do not feel precluded from any part of the languages programme.

We should:

Focus attention on similarities first then on differences

Children's own experiences of a different language and culture will be celebrated and shared with other children to encourage understanding and tolerance.

We will also ensure when necessary:

- in-class support
- the use of resources across the school
- links with schools abroad

This policy was agreed by the Curriculum Committee

Date.....

Headteacher.....

Chair of Committee.....

This policy will be reviewed in September 2013