



St Barnabas CE Primary School

“Preparing for a positive future, achieved through faith.”

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

“Let your light shine.”

Matthew 5:16

Languages Policy

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Languages Policy

Learning a language enriches the curriculum. 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. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language. (KS2 Framework, 2005)

Introduction

At St Barnabas CE Primary School, we celebrate our diverse community within the school and believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. We believe that learning a foreign language helps all pupils develop their interests and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities. From 2014, all Key Stage 2 pupils have been entitled to learn another language, in school time. St Barnabas CE Primary School provide age-appropriate Primary Languages learning opportunities, for all children in KS2. The target language taught in our school is French.

1 Aims and objectives

1.1 The aims of primary languages are to enable all children to:

- Learn a new language that is fun and enjoyable.
- Develop an enthusiasm for learning languages and to become aware of the benefits of understanding and speaking different languages.
- Communicate in another language through speaking, listening, reading and writing with a focus on learning correct grammar.
- Help children develop their awareness of cultural similarities and differences.
- Develop the skills to become a life-long language learner.
- Develop awareness of language structures in language and that these can be similar or different to English.
- Experience an enriched curriculum that raises self-esteem.

2 Organisation of Primary Languages Teaching

2.1 All children in KS2 are entitled to participate in regular Language lessons. From 2014, KS2 language learning is compulsory for years 3-6. This can be taught in many different variations. At present, in St Barnabas, all KS2 classes have a weekly timetabled slot for their French lesson.

2.2 Across KS2, French is the target language taught. This is primarily done through the use of resources and planning from the Primary Languages Network.

2.3 Primary language teaching normally takes place in the individual KS2 classrooms, although it can sometimes be taught in the hall, the ICT suite, or outside, depending on the resources and space needed. Lessons are taught either by the class teacher, or by the subject leader during the class teacher's PPA time.

3 Curriculum/Planning

3.1 St Barnabas are part of the Primary Languages Network, whereby all teachers have access to planning and resources required for each half term. It is the responsibility of the subject leader to ensure planning is followed and amended as necessary.

3.2 The planning provided is written by specialists from the Primary Languages Network. The medium term plans and lesson plans are formulated from links to the PLN scheme of work, accessed from the PLN VLE and the KS2 Framework for Languages objectives.

3.3 Language learning presents many opportunities to enrich the whole curriculum, reinforcing vocabulary, concepts, skills and Intercultural Understanding in many foundation curriculum areas, such as, P.E – games, routines, R.E – religion, festivals, History - specific periods of history relating to TL countries, historical relationship between TL country and UK, Geography - comparison of home and TL country, similarities and differences, Music - rhyme and rhythm in songs, phrases and words. Comparison of music from different countries, PSHE and Citizenship – knowledge of other countries, cultures and traditions and ICT – email links. Language learning also enhances the core elements of the curriculum i.e. Literacy - development of speaking and listening skills, the origin of words, intonation and pronunciation, grammar and sentence construction, Maths - Counting and numbers, money and currency.

3.4 In addition to language learning in the curriculum, languages are also celebrated through International projects and special events such as European Day of Languages.

3.5 In EYFS and KS1 teachers are encouraged to introduce language learning in a less formal way, either using French or any languages spoken by members of the class. This may be done through simple greetings, songs and games, answering the register, learning numbers, colours etc. and talking about the country. As it is not statutory in EYFS and KS1, it is generally down to the teachers' discretion how and when the language learning takes place, although they do participate in whole school events such as European Day of languages.

4 Teaching and Learning styles

4.1 Both in lessons and in informal use of the foreign language, the emphasis is to learn whilst having fun. A wide range of teaching and learning techniques are adopted to encourage children to become active language learners. In directed teaching time, emphasis is given to children being active participants in repeating new language, playing with sounds, using the new vocabulary in songs, seeing the written word on word cards or in books and using the new vocabulary in extended sentences, that can be applied to real situations. These activities are enhanced with the use of ICT, such as powerpoint presentations, websites, videos and music. Our teaching and learning encompasses all 4 strands of language learning. More emphasis is given to Speaking and Listening at first to ensure sound development of reading and Literacy skills.

Teachers are to ensure that some evidence of children's French work is put into their books, however there is no requirement for work to be recorded in books every lesson. Other forms of evidence such as photos, videos or audio clips should be kept where there is no work in books.

4.2 All children are able to access the language learning, regardless of their language capabilities or SEND status. Children with speaking and listening difficulties are given the extra support in class, likewise above average children are encouraged to lead and model language learning for their peers. Children who are EAL are encouraged to share their language experience and compare similarities and differences between their own and the target language.

- 4.3** Language learning is praised and encouraged through oral acknowledgement in the target language and the use of stickers / class dojos. A star of the week certificate is also presented to a pupil each week to acknowledge high quality work or excellent attitude to learning / effort.

5 Management and Training/CPD

- 5.1** Primary languages is overseen by the subject leader who attends an annual languages conference and termly network meetings to enhance CPD.

6 Assessment

- 6.1** Pupils are assessed informally throughout lessons, through observation in class and immediate verbal feedback is given in the target language, or English as necessary. Summative end-of-unit assessments at the end of each half term show what children can independently recall in terms of speaking, listening, reading and writing for the current unit. These are the 'Puzzle It Out' assessment activities form PLN and link to the scheme we teach from. Children are assessed as 'emerging', 'meeting' or 'exceeding' in each of the 4 areas (L,S,R,W) and this data can show how any particular child or cohort or progressing in the 4 areas. This information is used to plan future work, to provide the basis for assessing the progress of the class, and to pass information on to the next teacher at the end of the year.