



Statement of Intent

Norton CEVC Primary School understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities for travelling. Studying and working abroad in the future. Learning a language prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use language to communicate information responsibly, creatively and without discrimination, respecting the beliefs and customs of others. They learn how to express their ideas and thoughts in another language, showing resilience and perseverance at learning a new skill. An increased ability to use another language promotes initiative and independent learning and encourages diversity within society. As part of the requirement to teach Key Stage 2 pupils a language, pupils at our school are taught French. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- DfE (2013) 'Languages programmes of study: Key stage 2'

Aims

The aims and objectives of learning a language in the primary school are to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources;
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- Discover and develop an appreciation of a range of writing in the language studied.

Roles and Responsibilities

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment in languages.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.

- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leader is responsible for:

- Holding classroom teachers and HLTAs to account for pupils' attainment in languages;
- Carrying out lesson observations to ensure the school's expectations and aims are being adhered to;
- Liaising with subject leaders from local secondary schools to ensure pupils' transitions are successful;
- Supporting classroom teachers in identifying CPD opportunities for themselves;
- Attending training courses and undertaking CPD to improve their own practice;
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP;
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these;
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities;
- Working with classroom teachers to plan lessons and ensure continuity between year groups;
- Working with the SENCO and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

Classroom teachers are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum;
- Reporting on pupils' progress at parents' evenings and in end of year reports.
- Undertaking additional training and CPD to improve practice;
- Planning engaging and interesting lessons for pupils;
- Working with the subject leader to ensure continuity between year groups;
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies;
- Promoting and adhering to this policy and its aims.

The Curriculum

As stated in the National Curriculum, pupils in Key Stage 2 will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding;
- Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words;
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- Speak in sentences, using familiar vocabulary, phrases and basic language structures;
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- Present ideas and information orally to a range of audiences;
- Read carefully and show understanding of words, phrases and simple writing;
- Appreciate stories, songs, poems and rhymes in the language;

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- Describe people, places, things and actions, orally and in writing;
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are like English.

Cross-curricular links

Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

History

The history curriculum looks at global events and how these have affected modern life.

PSHE

In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.

RE

While studying RE, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

SMSC

Primary Languages provides many opportunities to embed SMSC across the curriculum and we make a conscious effort to ensure that our pupils benefit from this whenever and wherever possible.

We encourage children to explore their emotions through the learning of a new language and to reflect on different uses of language, choice of vocabulary and purpose. In addition to exploring language use and cultural differences, the children are enhancing the creativity and self-esteem. Pupils understand that perseverance is necessary to achieve the very best work of which they are capable. Their spiritual development is fuelled by a sense of fascination, linking their own languages to other by exploring new words and phrases.

The ethos of the school encourages respect for other pupils and staff, and this is enhanced during French lessons as they promote respect for other people, their language and culture. This in turn prepares our pupils for the wider world in which they will find themselves as they progress through life. It encourages a respect for the opinions and customs of others without prejudice or resentment.

The social responsibility we have to each other is demonstrated in the ways in which children collaborate during French lessons and projects. All pupils are at the same starting point, allowing them to build a foundation for their next steps in Primary Languages. Learning French enables pupils to explore another culture which leads to a greater understanding of different ways of life and a respect for diversity in languages and a foreign culture, their heritage and history.

Planning and Assessment

French is the modern foreign language that we teach in our school. It is taught to all children in Key Stage 2. Teaching mainly using resources provided by Language Angels and these form our medium-term plans.

Children are assessed in French on their:

- Speaking
- Listening
- Reading
- Writing
- Understanding of grammar

Teachers assess children's work in French by making assessments as they observe them working during lessons and by end-of-unit assessments. They record the progress that children make by assessing the children's work against learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum 2014 levels of attainment.

Inclusion

The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged so all pupils can access the school's languages curriculum. Tasks are adapted to ensure pupils of all abilities are challenged.

Reasonable adjustments are made by the subject leader in collaboration with the SENCO and other relevant members of staff.

Review

This policy will be reviewed every two years.

Signed: Courtney Gibbs

Date: September 2024