

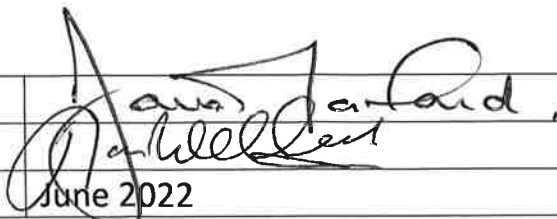
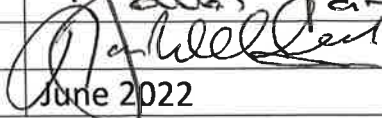
Bleak Hill Primary School



Languages Policy

June 2019

Signed by:

Chair of Governors		Date: 3.7.20 ¹⁹
Head Teacher		Date: 03/07/19.
Review Date:	June 2022	

Languages Policy

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- National curriculum in England: Geography programmes of study

We believe that 'learning a foreign language is 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 Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Statement of Intent

At Bleak Hill Primary School, we believe that the learning of a foreign language provides significant educational, social and cultural benefits for our pupils. MFL lessons play an important role in developing children's speaking, listening and literacy skills, boosting self-esteem and self-confidence, and providing opportunities for enriching cross-curricular learning. Learning another language also promotes intercultural understanding, giving children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Skills

Through the delivery of MFL, we aim to improve pupils' skills in these four areas:

- Listening and responding
- Speaking
- Reading and responding
- Writing

We recognise that language learning in its broadest sense has three core strands – oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge and that we should equip them, not just with knowledge about language, but also with strategies for language learning that they can use in the future when studying another foreign language. The language offered at Bleak Hill is Spanish and we provide age-appropriate learning opportunities for all children from Y3 to Year 6 (Y2 briefly touch on Spanish as part of their topic on Spain and as transition into Y3)

Aims

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce children to another language in a way that is enjoyable, fun and accessible to all;
- to make children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural similarities and differences;
- to support oracy and literacy, and in particular, develop speaking and listening skills;
- to lay the foundations for future study, helping children to develop positive attitudes to language learning throughout life;
- to give an extra dimension to teaching and learning across the curriculum.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” –Nelson Mandela

“One language sets you in a corridor for life. Two languages open every door along the way.” –Frank Smith

Roles

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.

- Monitoring the learning and teaching of languages, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.

The **classroom teacher(s)** is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' language skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis to parents.
- Reporting any concerns regarding the teaching of the subject to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.
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The **special educational needs coordinator (SENCO)** is responsible for:

- Liaising with the subject leader in order to implement and develop specialist language-based learning throughout the school.
- Organising and providing training for staff regarding the language curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.

- Advising staff on the inclusion of language objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils' work

- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

Teaching a modern foreign Language is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. However, some of these skills and knowledge can be applied across the curriculum to support work in other subjects, particularly in Literacy.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock-take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year