

St Paul's CE (VC) First School
Coven


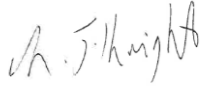
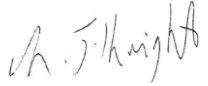
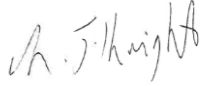



Primary Languages Policy
Updated March 2024



St Paul's First School, Coven

Primary Languages Policy

Comments:	Written in March 2020 by K. Roberts Review at least annually
Signed:	 A. Hyett, Chair of Governors, 6/5/2020
Reviewed:	 L. Knight, Chair of Governors, 22/3/2021
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Primary Languages Policy

Date Created: March 2020

Primary Languages Coordinator: Mrs Hewitt

To be reviewed: March 2025

1) Rationale for Teaching Languages at KS2

1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. Following the 2014 new curriculum, all KS2 children are to learn a language other than English. At St Paul's First School we believe strongly in the benefit of this and have therefore implemented the teaching of French for all children from Year 3 to Year 4 from April 2019. Foundation Stage and Year 1 and 2 children will be prepared for the learning of a foreign language by the immersion in other cultures through games, songs and activities. We encourage a whole school approach which begins when children enter the school.

1.2 Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. 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.

1.3 Language learning stimulates children's creativity. Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

1.4 Language learning supports oracy and literacy. Children spend much of their time in language lessons speaking, listening and interacting. They take part in role-plays, conversations and question and answer work. They sing songs and recite and perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning, is an important role in the 'education of the ear', which underpins children's capabilities in oracy, which is critical to effective communication, as well as a key foundation for literacy.

1.5 Language learning leads to gains across the curriculum. Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing

knowledge. Through the conscious development of language learning they are also learning how to learn.

1.6 Language learning supports and celebrates the international dimension. Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

2) Our aims of teaching Primary Languages are for children to:

- Foster an interest in learning another language.
- Become aware that language has a structure, and that this structure differs from one language to another.
- Develop speaking and listening skills.
- Gain enjoyment, pride and a sense of achievement.
- Explore and apply strategies to improve their learning.
- Explore their own cultural identities and those of others.

3) Teaching and learning styles and procedures

3.1 At St Paul's First School we will use a variety of teaching and learning styles in our PRIMARY LANGUAGES lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

3.2 Our chosen language is French, based on staff knowledge and availability of quality resources.

3.3 The lessons are to be delivered by the class teachers using plans from Early Start and planning developed by the previous MFL lead.

3.4 Children in years 3-4 are entitled to at least 45 minutes of PRIMARY LANGUAGES teaching a week which will follow the school's own scheme of work based on the Early Start French and planning developed by the previous MFL lead; and therefore follow a set progression.

3.5 Recommended resources are available on the school server in a folder made available by the PRIMARY LANGUAGES coordinator. This will be continuously updated to ensure staff have access to appropriate high quality resources. A small selection of resources are also kept in the PRIMARY LANGUAGES resources cupboard in the Headteacher's office, should they be required. Resources are also available through the Rising Stars Scheme of Work.

3.6 Lesson Content: The French lessons are to include:

- Learning French vocabulary.
- Asking and answering questions.
- Using bilingual dictionaries.
- Teaching of basic French grammar and spelling patterns.
- Playing games and learning songs.
- Using language that has been taught in role play situations.
- Researching and learning about life in France and other French speaking countries.
- Beginning to write phrases and sentences. French will be included in whole school occasions e.g. Christmas celebrations and Summer events e.g. International Week.
- French will be used in displays that relate to the children's learning.

4) PRIMARY LANGUAGES curriculum planning

4.1 PRIMARY LANGUAGES teaching on a weekly basis became a statutory National Curriculum requirement for KS2 children from September 2014. We will use the KS2 National Curriculum to guide us on curriculum content and Early Start French as the basis for implementing the requirements of the programme of study for PRIMARY LANGUAGES.

4.2 Staff to use the school's scheme of work to plan lessons. Plans will consist of detailed individual lessons with a starter, main teaching input, independent/group task and plenary. As well as this, planning will document any resources required and key vocabulary. Finally staff are expected to make note of Gifted and Talented children as well as SEND and identify how their learning needs will be met by annotating the planning. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

5) The Foundation Stage and KS1

A whole school approach to PRIMARY LANGUAGES is desirable, therefore, although languages will be compulsory only from year 3-4. Teachers in Reception and KS1 are greatly encouraged to allocate time in the curriculum to cultural learning activities. Our Reception and KS1 children may receive PRIMARY LANGUAGES teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. These children may take part in any activities – and in any languages - at this stage. Language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. Recommended resources will be available on the school server.

6) PRIMARY LANGUAGES and Inclusion

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. PRIMARY LANGUAGES is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach PRIMARY LANGUAGES to all children, whatever their ability and individual needs. PRIMARY LANGUAGES forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PRIMARY LANGUAGES teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

7) Links outside school

We enable all pupils to have access to the full range of activities involved in learning PRIMARY LANGUAGES. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8) Assessment for learning

8.1 Teachers assess children's work in PRIMARY LANGUAGES in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.

8.2 Teachers use medium-term assessments at the end of each unit to measure progress against the key objectives, and to help them plan for the next unit of work.

8.3 Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to the next teacher. The next teacher then uses these long-term assessments as the planning basis for the new school year. This is paramount with regards to continuity and progression.

8.4 The subject leader will keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in PRIMARY LANGUAGES in each year.

9) Resources

There are a range of resources to support the teaching of PRIMARY LANGUAGES across the School: see PRIMARY LANGUAGES Audit of Resources, March 2019, available on the school server under PRIMARY LANGUAGES. Recommended teaching resources for activities are also stored here. Children have access to the Internet through computers and iPads. Resources are reviewed and updated regularly. Resources are also available online/ by disc by accessing Early Start Primary French.

10) Monitoring and review

10.1 Monitoring of the standards of children's work and the quality of teaching in PRIMARY LANGUAGES is the responsibility of subject leader, supported by the head teacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PRIMARY LANGUAGES in the school. The leader may have specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of PRIMARY LANGUAGES teaching across the school.

10.2 This policy will be reviewed when necessary to ensure the information is relevant and up to date with current developments.