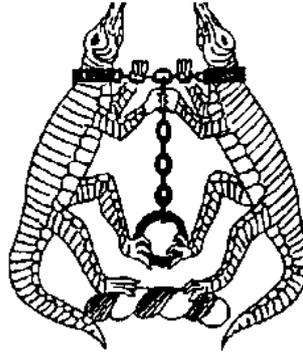


SIR ROBERT GEFFERY'S SCHOOL

A School for Enthusiasts

*Where we 'live life in its fullness' (John 10.10)
Knowing that God is our strength and with
His help we will be the best we can*



Languages Policy

Policy Reviewed by: Rebecca Cunningham, Subject Co-ordinator
and Headteacher

Date: 19th May 2021

Review: May 2022

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Statement of Intent

Sir Robert Geffery understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

As part of the requirement to teach KS2 pupils a language, pupils at our school will be 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. This is also initiated at KS1 where pupils learn basic vocabulary, greeting and songs.

The curriculum content in this policy is from the KS2 languages national curriculum. While maintained schools are required to follow the national curriculum, academies are not; however, academies can use the national curriculum and the content of this policy to shape their own curriculum.

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'

This policy operates in conjunction with the following school policies:

Primary Transition Policy

Homework Policy

Marking and Feedback Policy

Behavioural Policy

Equal Opportunities Policy: Pupils

Primary Internal Assessment Policy

Teaching and Learning Policy

Special Educational Needs and Disabilities (SEND) Policy

English as an Additional Language (EAL) Policy

Aims

By the time pupils leave the school, they will be able to:

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.

Write at varying length, for different purposes and audiences, using a 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 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 in accordance with the Primary Transition Policy.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Teaching lessons and providing cover for absent classroom teachers where necessary.
- 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

Pupils in KS2 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 similar to 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.

Geography

In humanities week and throughout geography teaching, pupils will be taught about the culture and languages of different countries.

Within the French Day each year, pupils investigate the culture, geography and language of France particularly.

Assessment and reporting

Assessment and reporting in languages are carried out in accordance with the school's Marking and Feedback Policy.

All assessments, including formative and summative assessments, are undertaken in accordance with the school's Primary Internal Assessment Policy.

Parents are updated on their children's progress in languages during parents' evenings and in end of year reports.

The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated.

Assessment data is used to support feedback in end of year reports and at parents' evenings.

Planning and Teaching

The Golden Daffodils resource pack (Catherine Cheater) is used to deliver French within KS2 classes. In KS1 teachers begin to introduce simple vocabulary such as colours, numbers, classroom vocabulary and basic greetings onto which KS2 learning can be built. In KS1 class teachers will deliver the content whilst in KS2 this role is fulfilled by a subject specialist who teaches across the Key Stage.

The subject leader oversees all planning and teaching by observing lessons and participating in planning sessions with classroom teachers.

The subject leader and classroom teachers will use their own expertise to enhance and build on the aims of the national curriculum.

The subject leader will look at planning on a termly basis to evaluate current planning and teaching practices and whether methods and techniques can be refined and improved for the future.

Planning and teaching are undertaken in accordance with the school's Teaching and Learning Policy.

Classroom teachers will utilise the following teaching methods:

Sharing learning questions and success criteria with pupils to ensure they understand what is expected of them

Relating aspects of the language being taught to pupils' existing knowledge

Using a variety of learning activities, e.g. songs, stories, games and role-play

Preparing tasks for pupils to complete individually and in groups

Resources

The subject lead will identify any resources or materials that need to be ordered.

Each classroom will have the date in French each day and various French vocabulary to enrich learning.

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.

The SENCO will review reasonable adjustments on a termly basis to ensure they remain suitable for pupils.

Pupils with EAL will be supported in accordance with the English as an Additional Language (EAL) Policy.

The subject leader will meet with the member of staff responsible for pupils with EAL to determine what reasonable adjustments are necessary.

Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy: Pupils, SEND Policy and EAL Policy.

Monitoring and Review

This policy is reviewed annually by the subject leader and the headteacher.

The subject leader will communicate all updates to this policy to the relevant classroom teachers.

The next scheduled review date for this policy is May 2022.