

Manor Hall Academy



LANGUAGES POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

CICELY HAUGHTON SCHOOL

LANGUAGES POLICY

"Purpose of study

Learning a foreign language is a 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: Key stages 1 and 2 Framework Document.
September 2013

Context:

The KS2 classes have been language learners from September 2018, whilst previously taking part in themed weeks in a number of languages, this is the date that the focus shifted to one language and lessons were introduced as part of every school week. KS1 children also take part in themed weeks each term, once per term. The school has capacity for 56 pupils. The first language of the majority of pupils in the school is English. There are currently no children with English as an additional language (EAL).

Vision:

It is our aim that French gives children an opening to other cultures, giving children a greater understanding of the world around them and a greater respect for other cultures. Children will acquire key knowledge and skills including a grasp of a number of key words and basic conversations in French. They will be given opportunities to develop understanding and communicating, both orally and written. They will also be given the opportunity to take part in a number of enriching activities including trying French foods, developing intercultural understanding and taking part in a number of games and activities as part of themed weeks, allowing for cross curricular opportunities. Children will be given a good foundation to support the study of modern foreign languages at key stage 3.

Organisation:

Children in KS2 learn French. Although not a requirement for children in KS1, children will still be given opportunities to take part in themed weeks in school, helping to lay the foundations for KS2 language learning. They will also have opportunities to access activities as part of the chosen scheme of work. The scheme of work used by CHS has KS1 activities and resources to choose from as and when required.

In KS2 children are taught by their class teacher for 30 minutes per week and school aims to follow up activities when appropriate outside of the language lesson.

Management and Training:

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff when required.

The Curriculum:

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying PowerPoints, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

Teaching and Learning:

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Assessment:

Currently assessment is informal across the four language skills and the progress made in these throughout KS2.

Monitoring:

The lead teacher discusses language learning with the visiting teacher and monitors planning, and spoken and written evidence of progress in learning. The school is working toward effective progress

across the four years of KS2. The lead teacher can access training in monitoring via the PLN VLE , consultation time, email discussion and at coordinator CPD.

Continuing Personal Development:

The lead teacher /MFL coordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. All staff in school have attended a French upskilling twilight session, provided by Primary Languages Network. The MFL coordinator is a member of the network email group and can access the PLN Twitter account, the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials, and lesson by lesson planning. The PLN VLE school user files can be used to share information between staff and the visiting teacher.

At school we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the

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The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.