

Blackpool Gateway Academy



LANGUAGES POLICY

June 2020

Revised by the current Language Lead
Rachel Sinclair
September 2021



Blackpool Gateway Academy is part of Fylde Coast Academy Trust

“Learning today for a brighter tomorrow”

BGA
Languages POLICY

Overview

This policy outlines the purpose, nature and management of Languages in Blackpool Gateway Academy. Written by Mrs Kadriu and Mrs Bennett, revised by Mr. Snelling former Language leaders, and reviewed by Ms Sinclair the current Language leader. It is subject to annual review.

Curriculum Intent

At Blackpool Gateway Academy, we have chosen to implement a French Curriculum as we firmly believe that it can provide a valuable insight to the cultures and societies where French is a predominant language. It also enables our children to gain the basic skills and knowledge necessary to support effective transition from Key Stage 2 to Key Stage 3 at our local secondary schools, who continue French as their primary language of study.

We believe that a high quality language education provides an opening to other cultures and fosters pupil's curiosity - deepening their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries. Where possible, our Languages curriculum will be linked to our school values: Pride, Ambition, Respect, Resilience, Integrity and Excellence.

At Blackpool Gateway Academy, we also acknowledge that speech and language are crucial to young children's development and recognise that encouraging and supporting language acquisition as soon as children arrive at our school is crucial in order for us to close the gaps in skills and abilities that are evident in our catchment area. With this in mind and despite French not being explicitly taught until Key Stage 2, our curriculum ensures that EYFS and Key Stage 1 children are exposed to the French language through various means including songs, games and signs throughout the classrooms. We also utilise the languages of EAL children within the classrooms to expose the children to other languages and cultures.

The National Curriculum reinforces key approaches to teaching and learning and to ensure that children enjoy and achieve, make a positive contribution and achieve economic well-being. Languages allow children to develop their linguistic talents, allowing them to become more culturally aware, inspiring them to find out more about the world around them. It also supports children in developing the knowledge and skills that are needed in order to take advantage of opportunities, responsibilities and experiences of later life.

By the time our pupils have leave Year 6 after accessing the well planned, sequenced and taught curriculum in French they will be able 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 conjugation 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.

All pupils, including those with SEND and those who are deemed disadvantaged, will learn French across the school with specific lessons in Key Stage 2.

This makes clear that:

- The curriculum remains as broad as possible for as long as possible, including when delivered remotely.
- The school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

Blackpool Gateway Academy recognises the gaps in Languages education, particularly arising from COVID-19. It is imperative to identify gaps and build learning on strong foundations and therefore, Year 5 and 6 may be developing their skills and knowledge from the year 3 or 4 curriculum in order to ensure successful progression. We can also fill those gaps through additional experiences and additional Languages time in school. This can be in the form of games or songs at the beginning or end of the day. Due to COVID-19 some of the events listed have not been able to take place in the academic year 2020-2021, however with restrictions lifting, they will be taking place in the academic year 2021-2022.

Subject Enrichment and Cultural Capital

As an important part of the curriculum, French is visible across the school through class and whole school displays to inform all pupils, staff and visitors of the whole school approach to learning an additional language. We have also added signs to welcome parents and families of our children where English is their second language.

Our French Day is celebrated each year on 14th July (Bastille Day). This is a fantastic opportunity to celebrate the language learning that has taken place that year, explore the delights of French cuisine and delve deeper into French culture with a cross curricular approach to learning. This will focus on the historical impact that revolution had on shaping the country today. Subsequently enhancing our curriculum and supporting the development of cultural capital.

Implementation

Inclusion

We aim to provide opportunities for all pupils to reach their potential in Foreign Languages, no matter what their ability or starting points. All children are provided with equal access to our Languages curriculum.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. The languages curriculum has been carefully designed and sequenced to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language.

Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed.

Where necessary, teachers will use interventions to help pupils improve their attainment. The Key Stage 2 framework provides suitable challenges for Gifted and Talented (G&T) and Special Educational Needs (SEN). This can be through planning to address learning objectives from future years, differentiated questioning during whole class activity or through individual projects which encourage children to experiment with language and using models and reference sources to create new meanings with increasing independence.

Gender can be recognised as influencing Second Language Acquisition (SLA) with the different learning strategies that happen to be used by male and female students.

The Primary languages entitlement is inclusive and the framework supports equality of opportunity for all children. Children with Special Educational Needs tend to respond very positively to foreign language learning, many enjoy the practical and interactive nature of language learning.

Children with EAL (English As a second Language) can be greatly encouraged and supported by foreign language lessons as everyone is learning a new skill with little or no previous knowledge and understanding of French.

The learning of a second language gives us the opportunity to go deeply not only into a different way of living but also into a different way of understanding the world.

Special Educational Needs

All pupils in Key Stage Two at Blackpool Gateway Academy are taught Languages whatever their ability. It forms part of the school's policy to offer a broad and balanced education for all children. The interactive teaching and learning styles used to deliver foreign languages ensure all children have equal access. The ability to communicate in another language gives a sense of achievement and raises self-esteem.

Nurture

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our Languages policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self-confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practice** to support teaching and learning in Languages.

National Curriculum Status and Time Allocation

All Key Stage 2 children have an entitlement to study a foreign language. At Blackpool Gateway Academy this is delivered by PPA and class teachers for 30 minutes per week. Children in EYFS and Key Stage 1 will not be explicitly taught foreign languages but exposed to them through stories, poems and songs.

Application of Skills and Understanding – cross curricular links

Learning a language enriches the curriculum by providing excitement, enjoyment and challenges, for all children and teachers. In particular, language learning supports oracy and literacy as children spend much of their time in French lessons speaking, listening and interacting. The availability of foreign language software means that ICT can play an important role in French lessons. The subject also promotes the learning and teaching of

Spiritual, Moral, Social and Cultural studies (SMSC) through being part of a multilingual society embracing the knowledge of other countries and their cultures.

Expectations of Standards – Assessment and Recording

The curriculum map has been developed to ensure clear and logical progression, systematically enough to ensure that all pupils acquire the intended knowledge and skills. Teacher assessment from oral work through ongoing probing questions informs the sequencing of next steps planning. Verbal feedback is essential for progress, with examples of good practice shared to encourage and motivate pupils. Recording of the children's progress is made through a class Languages Journal which will display the date, learning objective and evidence of the learning through children's work and descriptions/photographs of activities.

Resources

<u>Resource</u>	<u>Source</u>
Languages Curriculum Overview	Google Drive
Curriculum Progression Maps for Y3-6	Google Drive
Rigolo	PC Desktops

Health and Safety

All appropriate risk assessments will be completed in preparation for school trips.

Planning

Teachers will produce planning that can be delivered by a teacher or teaching assistant within school. The Languages Curriculum Map, Progression Map, Languages Assessment and Teacher's on-going assessment will inform the planning.

The subject leader is responsible for the monitoring of plans at the beginning of the unit of work and the completion of the Data Capture. Feedback will be given where necessary.

Curriculum Impact

Formal recording of children's progress is made in the school's Data Captures (three formal data recordings per academic year) These outcomes are taken from the new National Curriculum and Focus Education and must be used alongside the Foreign Languages Curriculum Map, by teachers, to inform planning.

Our measures of success for Languages will be that:

- that the curriculum for Languages is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in Languages is building to the end points outlined earlier and that pupils are being prepared for their next stage of education
- as linguists children will develop skills and attributes they can use beyond school and into adulthood.

Teaching and Learning Monitoring and Evaluation

A folder in Google Drive will be created to enable teachers to upload any video or photographic evidence of the learning and teaching of French. Language journals will also be used to evidence the class's learning journey and will also provide evidence for use in school displays, giving access of our learning to school governors and visitors, in addition to supporting the promotion of languages throughout the school.

Coordinator's release time will be used to monitor the teaching and learning of French and to support teachers. Verbal and written feedback, where appropriate, will be given.

Policy Review and Evaluation

This policy will be evaluated against school self-evaluation evidence, e.g. standards of attainment, resource usage, impact on teaching and learning, and amended annually by the subject leaders.

Rachel Sinclair | Language Subject Leader | Due for review - July 2022