

# Kingsfield Primary School

A member of the Active Learning Trust



## Statement / Policy Summary

This policy looks at the school's approach to teaching languages across the school.

<b>Date ratified:</b>	Spring 2021
<b>Date of review:</b>	Spring 2024

## Equalities Impact Statement

Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	No
If 'yes', are these clearly described and their impact assessed?	N/A

# 1. Introduction

At Kingsfield Primary School we are committed to providing a high quality, broad and balanced curriculum for all children; the National Curriculum is the starting point for all children's learning.

## **Rationale for Teaching Languages**

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. At Kingsfield we believe strongly in the benefits of language learning and have implemented the teaching of French for all Key Stage 2 children (Y3 to Y6). Children in Early Years and Key Stage 1 are given opportunities to learn basic vocabulary in a variety of languages.

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 - more than in many other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', 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

The aims for language teaching at Kingsfield Primary School are:

- 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 Kingsfield Primary School we use a variety of teaching and learning styles in our language 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; Computing, PE and Music, for example, are particularly appropriate for cross-curricular teaching.
- 3.2 Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.
- 3.3 The lessons are delivered by either the class teacher or a native French speaking higher level teaching assistant (HLTA), with support from the Languages Subject Leader.
- 3.4 KS2 children are entitled to one hour of language teaching a week which will follow the Kingsfield Primary Languages Scheme of Work and therefore a set progression.
- 3.5 Recommended resources such as 'Rigolo' are available on the school network and in the PPA and resources room.
- 3.6 Lesson Content:  
The French lessons are to include:
- a) learning French vocabulary
  - b) asking and answering questions
  - c) using bilingual dictionaries
  - d) teaching of basic French grammar and spelling patterns
  - e) playing games and learning songs
  - f) using language that has been taught in role play situations
  - g) researching and learning about life in France
  - h) beginning to write phrases and sentences

- French will be included in whole school occasions e.g. Christmas celebrations and Summer concerts.
- French will be used in displays that relate to the children's learning.
- Languages other than French may be used within individual classes and topics, but French will be the main, assessed language.

3.7 For more information on pedagogy including progression, differentiation, ICT and use of the target language, see: [National curriculum in England: languages programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study)

## 4 Languages curriculum planning

4.1 One hour of languages teaching a week is a statutory National Curriculum requirement for KS2 children. We will use the KS2 Languages Framework as the basis for implementing the requirements of the programme of study for MFL and the Kingsfield MFL Scheme of Work with 'Rigolo' as our primary resource. See: [National Curriculum - Languages key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/national-curriculum-key-stages-1-to-2-languages.pdf)

4.2 We will carry out the curriculum planning in three phases (long-term, medium-term and short-term). The Kingsfield scheme of work is based on the KS2 Languages Framework and outlines what we teach in the long-term.

4.3 Our medium-term plans, which we will also base on the Framework, give details of the main teaching objectives for each term. 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.

4.4 KS2 teachers or HLTAs responsible for delivering the lessons complete a weekly (short-term) plan for the teaching of languages in line with other curriculum foundation subjects. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught.

## 5 The Foundation Stage and KS1

A whole school approach to teaching this subject is desirable so teachers are greatly encouraged to start introducing languages from Nursery and beyond. Our EYFS and KS1 children may receive language teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. 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.

## 6 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. 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 a modern foreign language (MFL) to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL 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. For further details see separate S.E.N.D. policy.

## 7 Links outside school

We enable all pupils to have access to the full range of activities involved in learning languages. Where children are to participate in activities outside the classroom (a theatre trip or visit to a languages department in a secondary school, for example) 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 this subject in three phases. The short-term assessments that staff 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 judgements about how they can improve their own work.
- 8.2 Staff use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.
- 8.3 Teachers delivering lessons, 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 it is reported to a child's parents / carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.4 Assessments are based on the Progression Statements and Learning Objectives from the [Key Stage 2 Framework for languages](#) . These are divided into three main areas, by Year Group: Oracy, Literacy and Intercultural Understanding.

For full details on Progression Statements and examples of teaching activities by Year Group, see: [KS2Languagesprogressionoverview-and-assessment-guidance.pdf \(ensemble-mfl.co.uk\)](#)

- 8.5 Samples of children's work are kept in a portfolio to demonstrate what the expected level of achievement is in each year of KS2.

## 9 Resources

There is a range of resources to support the teaching of languages across the school: see MFL Audit of Resources, available on the school network under Languages. Lists of recommended websites for activities are also stored here. Children have access to the Internet with timetabled use of iPads and access to the Internet is also available in each classroom and the library area. There is a selection of additional materials stored centrally in the PPA room. Resources are reviewed and updated regularly.

## 10 Monitoring and review

- 10.1 The Languages Subject Leader is responsible for:
- a. Supporting members of staff;
  - b. Updating resources;
  - c. Being informed about current developments in the subject;
  - d. Providing a strategic lead and direction for Languages in the school;
  - e. Monitoring and evaluating planning and assessment;
  - f. Monitoring and evaluating the standards of children's work in Languages to ensure continuity and progression;
  - g. Developing a portfolio of monitoring, assessment examples and pupil voice to ensure the school curriculum is having an impact on the children's knowledge and skills;
  - h. Writing subject reports for Governors and Headteacher;
  - i. Carrying out work scrutiny termly;
  - j. Sourcing CPD for staff.

The Headteacher and Governors play a vital role in encouraging good practice and ensuring the policy is adhered to.

- 10.2 This policy will be reviewed at least every 3 years.