

# Languages Policy

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## Languages Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality languages curriculum for all learners.

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	Subject Improvement
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### Intent

#### **Purpose of Study**

Learning a foreign language provides an opening to other countries and 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. It should also provide opportunities for them to communicate for practical purposes and to learn new ways of thinking. Language teaching should provide the foundation for further learning of languages, equipping pupils to study and work in other countries.

#### **Aims**

Language teaching at Southcoates Primary Academy aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of sources
- speak a second language with increasing confidence, fluency and spontaneity
- can find ways of communicating what they want to say, including through discussion and asking questions
- continually improve the accuracy of their pronunciation and intonation.

### Implementation

#### **Organisation**

After consultation with parents, pupils and staff, it was decided that Spanish should be the main language that is formally taught to children at Southcoates Primary Academy. Spanish is taught to all children in Key Stage 2 in a whole class environment. The whole school is involved in a Spanish week (usually in the autumn term) where every year group looks at aspects of language and culture.

Pupils at Southcoates Primary Academy are 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 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
- 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 Spanish grammar conventions including: feminine, masculine; key features and patterns in Spanish; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The **Subject Leader Audit for Languages** outlines the area of focus for languages in each half term including some of the key verbs.

The **Termly Progression Document for Languages** details the procedural and declarative knowledge that will be taught in each phase, each term.

- The objectives for Years Three to Six cover the expectations of the **National Curriculum**.
- The languages curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
- The progression of vocabulary is also planned for on the **Termly Progression Document**.

**Short Term Planning** is used from the ilanguages scheme to ensure a sequence of lessons that will enable the high quality teaching of the objectives.

The **Declarative and Procedural Knowledge Progression Document for Languages** outlines how progression is planned for, with opportunities to recap and build on prior learning.

### **Impact**

The sequence of the lessons is designed to ensure that children have the opportunity to embed learning while adding new vocabulary, giving opportunities to revisit content so that children remember it in the long term. The children's learning is evidenced in their individual work books, with photographic evidence and recordings being used.

Pupil voice interviews are conducted by Subject Leaders to check that children have retained the knowledge taught in each unit. Teachers use questioning and opportunities to revise prior learning to help children to hold learning in their long term memories.

As children move through their years at Southcoates, the curriculum design should enable our children to become confident in asking and answering questions, expressing opinions and understanding and using simple grammar.

## Pedagogy

### Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	Whilst not explicitly taught in the languages curriculum, where possible and when opportunities arise, teachers will discuss safe behaviours (for example in Spanish week when preparing food in a safe way).
Positive Role Models	It is very important that the children value their learning. Learning languages will help to raise our children's ambitions and aspirations for their own futures. We have invited Spanish speaking visitors in to school model the language to the children.
Awareness of the World	Learning languages gives children a greater understanding of the world around us. We invite Spanish speaking visitors into school to talk to the children so they can hear the language spoken fluently. Our annual Spanish week provides opportunities for children to learn and experience Spanish culture, including taste testing foods from Spain.

### Resources

The *iLanguages* set of resources which incorporate the 'talk' strategies used in the SPA curriculum are used by all teachers; these include sound bites, powerpoints and work booklets as well as planning and assessment tools. Each class will display a set of classroom commands to use across the curriculum and will have the key vocabulary within the flipcharts for children to refer to. There are a range of other practical resources in the subject resources area.

### Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Document for Languages.

## Assessment

### Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

### Formative and Summative Assessment

Formal teacher assessments for Years Three to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year. (Assessments are based on each child's attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:  
WTS – Working Towards the Expected Standard  
EXS – At the Expected Standard  
GDS – Greater Depth Standard

The children's learning is assessed against end of **phase** expectations. The following assessment grid is used to show the judgements given in relation to the end of phase expectations:

	End of Phase Standard			
	ETS	WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

## Culture

### Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

All pupils are taught age appropriate objectives as highlighted in the subject progression document. Teachers ensure that these objectives can be accessed by all pupils through the use of scaffolding and modelling.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

### Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of languages, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- Whole school Spanish week
- Spanish speaking visitors
- House assemblies – studying a Spanish speaking country

## Subject Monitoring and Improvement

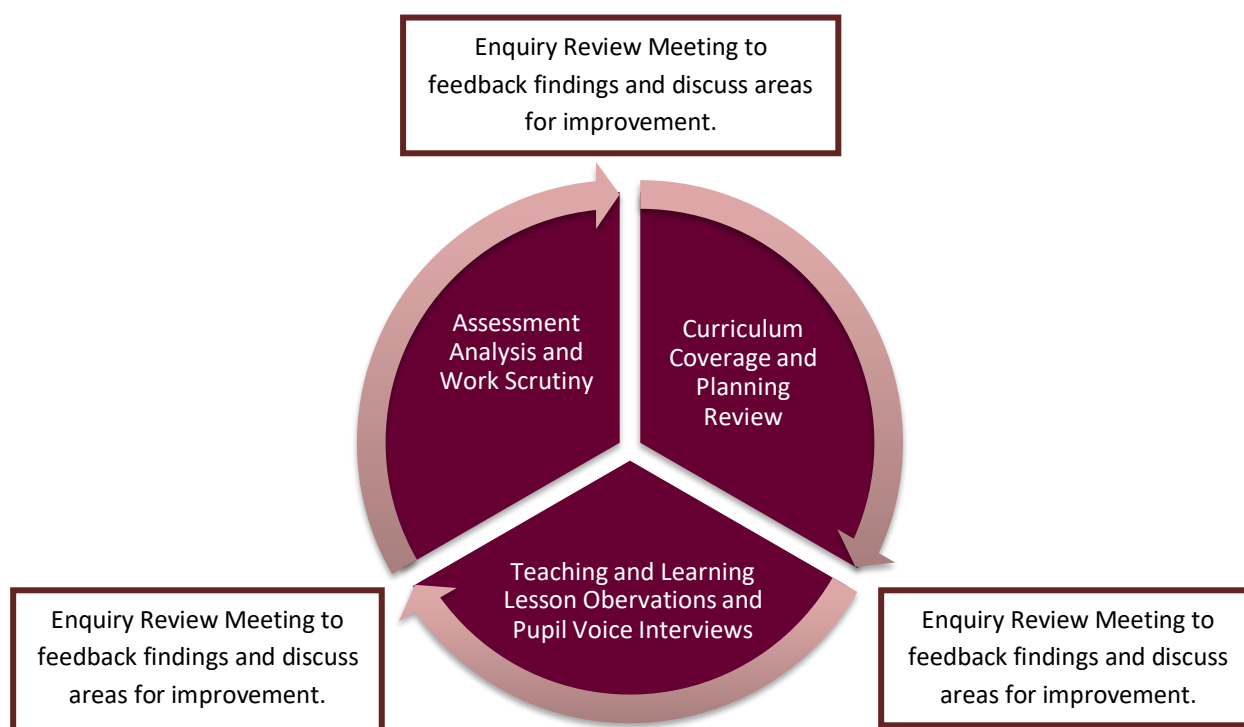
### Subject Leadership

- Languages is overseen by the Wellbeing Faculty. The Wellbeing Faculty meet every other week to discuss:
  - Outcomes of monitoring.
  - Additional whole school opportunities and experiences to enrich learning and personal development.
  - CPD requirements.
  - Assessment.
  - Curriculum development.
- The Subject Leader for Languages and the Subject Leaders for PE and Music work in partnership to complete the monitoring cycle and to work on curriculum development and improvement for all three subjects.

## Subject Triangulation

The curriculum, teaching and learning and outcomes of Languages are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for languages.



## Subject Improvement

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

## CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.