



St Joseph's Catholic Primary School

Ancient Language Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	<i>(signed on hard copy)</i>
Date	22.01.2025
Review Date	22.01.2027

POLICY INTENT

The intent of our Ancient Languages curriculum is to provide a valuable and enjoyable educational, social and cultural experience for our pupils. Through the teaching of Latin, our pupils develop their communication and literacy skills, laying the foundation for future language learning. They develop oracy and linguistic competence, they extend their knowledge of how language works and explore the similarities and differences between Latin and English.

Latin is an important part of our cultural heritage and the foundation of many modern European languages. Latin also provides an opportunity for pupils to develop a range of knowledge and skills, including linguistic, analytical, and cultural awareness. The National Curriculum (2014) for languages aims to develop pupils' speaking, listening, reading, and writing ability. As an Ancient language, Latin provides a linguistic foundation for reading comprehension and inspires an appreciation of classical civilisations for our pupils. We draw on resources and expertise from Classics for All, a charity organisation which aims to bring Latin to state schools to give more pupils the opportunity to study this important subject.

'There are doubtless many different languages in the world, and none is without meaning...'
Corinthians 14:10

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

The National Curriculum (2014) for Ancient Languages aims to ensure that all pupils:

*Are enabled to make substantial progress in **one language** – at St Joseph's, this is Latin*

Children learn 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 word
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

We aim to:

- Introduce pupils to the Latin language and its importance in Western culture.
- Develop pupils' linguistic and analytical skills, including their ability to analyse language structures and to identify linguistic patterns.
- Develop pupils' cultural awareness and understanding of the contributions of Ancient Rome to Western civilization.
- Develop pupils' ability to make connections between Latin and modern languages, such as English.

The Latin curriculum is designed to introduce pupils to the Latin language and culture, and to provide opportunities for pupils to develop their linguistic and analytical skills. The curriculum aims to provide a foundation for the study of modern languages, as well as an understanding of the cultural and historical context of Western civilization. The curriculum is structured to ensure that pupils develop a secure understanding of Latin vocabulary, grammar, and syntax, and that they are able to read and translate age-appropriate written Latin with confidence.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for Languages is **Mr Adam Douglas**.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in-line with national expectations.

Subject leaders are the 'expert' in school and can offer support to staff including signposting where necessary. Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of the subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

The Latin curriculum is delivered through a combination of classroom-based learning, online resources, and practical activities. Teachers use a range of teaching strategies and resources to engage pupils and to promote their understanding of Latin language structures and vocabulary. Pupils are encouraged to read and translate age-appropriate Latin texts, to analyse linguistic patterns, and to develop their own Latin language skills through practical activities. Teachers use assessment to monitor pupils' progress and to adapt their teaching to meet the needs of individual pupils. Pupils are regularly taught through classical texts, introducing them to key foundational writers and writing within Western culture. For example, in Year 3 pupils study myths such as Achilles, which is connected to their English lesson through their study of the myth of Theseus and the Minotaur.

At St. Joseph's we use Minimus resources to aid our teaching of ancient languages. We plan progressive lessons, to further aid language knowledge and understanding. To aid the promotion and dissemination of good practice in language teaching and learning, staff receive regular training and updates from Classic for All.

CURRICULUM PROGRESSION THROUGH THE STAGES

Early Years Foundation Stage:

Ancient Languages are not taught in EYFS and KS1. However, we ensure that our children are introduced to language and diversity of cultures from their very beginnings at St Joseph's. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for languages. The most relevant early years outcomes for languages are taken from the following areas of learning:

- Understanding the World

40-60 months	Understanding the world	The World	To look closely at similarities, differences, patterns and change.
ELG	Understanding the world	People and Communities	To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions
		The World	To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another

KS2

Please see our ancient languages curriculum progression map.

PLANNING AND SEQUENCING LEARNING

We create medium term plans, which we adapt to suit the needs of each learner. Teachers identify the key knowledge and skills. Consideration is given to ensure progression throughout key stage year groups so that prior knowledge is built upon across school.

At the beginning of each module, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting point. Consideration is given for how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

The success of the Latin curriculum is measured through formative and summative assessment, including teacher assessment and pupil self-assessment. Teachers use assessment to identify pupils' strengths and weaknesses and to plan future learning. Pupils are encouraged to reflect on their learning and to set targets for improvement. The Latin curriculum aims to ensure that pupils make progress in their linguistic and analytical skills, as well as their cultural awareness and understanding of the contributions of Ancient Rome to Western civilization.

EQUALITY

All pupils at St. Joseph's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. With this in mind, we purchase resources that promote: gender, SEND role models; are inclusive of different races; embrace different family groups; and show sensitivity to world religions. We ensure that we spend Pupil Premium funding well in order to reduce disadvantage. We provide a broad and balanced curriculum for all our pupils. We are committed to creating a school in which the teaching and learning, achievements, attitudes and well-being of every pupil are valued.

ENRICHMENT AND MASTERY

We give our pupils opportunity to demonstrate mastery in a variety of ways. Educational visits are another opportunity for teachers to plan for additional learning outside the classroom. We place great value on Learning Outside the Classroom.

We are fortunate to have families with expertise in many different languages. We nurture our diverse community with dual language books and opportunities to hear and speak native languages.

We offer after-school language clubs – free to disadvantaged children - to build on children's talent and skill throughout the year.

HOME SCHOOL LINKS

Home school links are vitally important and parents are given a half termly overview of the skills and knowledge that their child will be learning in class.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key vocabulary and knowledge is taught to enable and promote the development of children's language acquisition. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in Kagen groups and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, challenge questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

MONITORING, REVIEW AND EVALUATION

Our language curriculum is high quality, well thought-out and planned to demonstrate progress. Focus on progression of knowledge and skills and vocabulary progression are key. We measure the impact of our curriculum through the following methods.

- Pupil conferencing – informal discussions with pupils about their learning in the subject.
- Book scrutiny, learning walks and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.
- Data is analysed by the subject leader and appropriate action taken.

STAFF DEVELOPMENT

All staff have annual CPD in Latin through our links with the Classics for All Charity.

GOVERNORS INVOLVEMENT

The link governor for this subject is **Mr Ben Davies**

Subject leaders are asked to present their work to governors. This may be done in the form of presentation to a committee or professional dialogue with the link governor. Action plans are shared with governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

It is our aim that the language curriculum at St. Joseph's equips children with key knowledge and skills, as set out in the National Curriculum, but also with a sense of awareness of themselves as people within a wide world and the impact that they, as people, can have upon the world in which they live.

Reviewed by staff January 2025

This policy will be reviewed every two years