

Stedham Primary School

Languages Policy



Introduction

At Stedham Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

We address the Primary National Curriculum for Languages through making the learning of a new language fun and exciting by providing cross-curricular activities through themed blocks of work.

Aims and objectives

The aims and objectives of learning a foreign language in Stedham Primary School are:

- to foster an interest in learning other languages;
- to introduce the children to another language in a way that is enjoyable and fun;
- to develop an appreciation of the diversity of languages;
- to add an international dimension to pupils' learning;
- to help children develop their awareness of cultural differences in other countries;
- to develop speaking and listening skills;
- to understand and communicate in a new language;
- to lay the foundations for future study.

The Curriculum

In line with the new Primary Curriculum children at Stedham Primary School are taught French as a foreign language throughout Key Stage 2.

Key Stage 2:

All pupils in Key Stage 2 receive French teaching which may be taught weekly or in a block, delivered by a class teacher. This may be a complete lesson or divided into smaller sessions. Modern language lessons are also supported by informal language opportunities to reinforce the learning with the class teacher.

In Key Stage 2, children have the opportunities to:

- ask and answer questions;
- use correct pronunciation and grammar;
- memorise words and phrases;
- interpret meaning;
- understand basic grammar;
- work in pairs and groups to communicate in a modern foreign language;
- gain an insight into life in another culture.

Teaching styles

A multi-sensory and kinaesthetic approach to teaching is used, with an emphasis on the use of practical activities that are dynamic and fun. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the

learning of French. Children's confidence is increased by praise for any contribution they make, however tentative.

Differentiation and Entitlement

Our aim is to present a differentiated curriculum that extends and fulfils the needs and potential of every learner.

Differentiation is provided through:

- the modification of tasks and activities that take into account individuals' strengths and weaknesses and enable them to participate at an appropriate level;
- the provision of support by a teacher;
- the expectations of outcomes of tasks and valuing individual achievements and contributions.

Roles and responsibilities:

The Subject Leader will:

- manage the implementation of the school policy, updating the policy and scheme of work on a regular basis and in line with new initiatives;
- order, update and allocate resources;
- identify needs and arrange inset so that all staff are confident in supporting, teaching and assessing French;
- keep abreast of new developments and communicate these to staff;
- take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- support staff in developing pupils' capability;
- evaluate the school's arrangement for the provision of teaching a foreign language.

KS2 Class teachers will:

- facilitate the learning of French;
- liaise with colleagues within their key stage;
- assess the work and progress of pupils;
- assess, record and report on progress.

Assessment, record keeping and reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. Assessment could be through oral questioning, success criteria and end of unit assessment. These informal assessments will be used to identify gifted linguists and those requiring extra support.

Children's effort and progress made in relation to age-related progress will be reported to parents in the end of school year report.

Monitoring and review:

Monitoring is carried out regularly by the Subject Leader in the following ways:

- informal discussion with staff and pupils;
- delivery of planning / lesson observation;
- observation of any displays.

Policy Reviewed: November 2022

Date of next review: Autumn 2025