

# LANGUAGES POLICY

## *“Growing in Love, in the Spirit of Christ, for the Benefit of All.”*

### **Intent**

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum, developing the Catholicism and spirituality of our pupils.

We believe that the study of a foreign language (FL) is an essential part of children's learning. By introducing a language at primary school, we believe that we are able to provide pupils with a good foundation on which to build their knowledge and skills later on in their languages education. It enables them to understand *how* to learn a new language and that each language has its own set of grammatical rules. It should also allow pupils to be able to communicate for practical purposes and can even equip them for work and study in other countries, both in terms of communication and in a cultural context.

This policy outlines the teaching, learning and assessment of French at St Joseph's Catholic Primary and Nursery School. Our school's policy for FL is based on the National Curriculum for Key Stage 2.

Through our FL curriculum, we intend to provide children with the chance to communicate effectively in French in key topics which are relevant to the pupils' interests and daily lives. We aim to ensure that children enjoy and appreciate language learning and continue to foster this enjoyment later in their learning.

Our FL curriculum is underpinned by our principle value of providing high quality educational experiences which are focused on continued improvement in standards and the development of independent and responsible learners.

These are the core values upon which we have based our FL curriculum:

- Ambition for all our pupils.
- Meeting the needs of all our pupils from their individual starting points, building sequentially on prior learning.
- We recognise that every child has a range of different strengths, interests and learning styles.
- All children should have self-belief and experience success in FL.

- All children should have a balanced education in FL which covers a range of topics which are useful and relevant.
- All children should have the opportunity to talk, write and read in French.
- All children should be given opportunities to share their learning with others, both orally and in writing.

Through this, we aim to:

- Promote high standards of attainment and achievement.
- Promote a positive attitude towards FL so that our children develop a life-long love of the subject.
- Enable all children to have high self-esteem and pride in their work.
- Encourage children to value and produce high quality work, taking pride in all that they do and being proud to showcase their achievements.
- Encourage and support children in taking ownership of their learning, providing them with opportunities to work independently.

## Implementation

The FL curriculum at St. Joseph's is rooted in the teachings of the Catholic Church and the National Curriculum.

## Key Stage 2

Children begin to learn French in Year 3 and continue until Year 6. The new language of French has been introduced using the scheme *Rigolo* to the school from Advent 2023 and will have a phased approach. **For a detailed overview of units covered in each year group and the phased approach, please see the Languages Intent document.**

The lessons have a central storyline of an English family moving to France, where they make friends and learn about the life in a different country. The lessons use whiteboard activities with class activities using the flashcards and other materials, so there is a varied approach across different learning styles.

## **Planning**

There are 12 units in KS2. The children are taught 3 units per year which is 1 per term. Each lesson is framed by starter and plenary activities to recall language learnt previously or to reflect on what has just been learnt. Most lessons proceed to introduce a set of new language - usually five to eight words or short phrases at a time - in a Presentation. The new language is then practised in a mixture of whiteboard and class activities.

The Languages Intent document provides detail on what children will know by the end of each unit and when these units are taught. The document also includes the key vocabulary focused on in each year group.

## **Children with Special Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, based on an accurate understanding of the strengths and gaps in learning which may exist, we may do so.

If a child has a special need which has an effect on their language learning, further resources are used to support them in their learning. For example, word banks containing key vocabulary, online translation tools, French translation dictionaries and group work with a teacher can also support children with special needs to make progress.

Furthermore, the use of songs and stories in FL lessons can provide a way for some children to engage and better remember the learning in each session.

## **Impact**

Our curriculum has ambition for high achievement of all pupils irrespective of background and starting point.

The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress. We continually measure the impact of our curriculum by scrutinising pupils' books, speaking to pupils about their learning and through the use of internal assessments.

Assessment in FL is carried out in a number of ways for different purposes in order to measure the impact of teaching and learning. On a day-to-day basis, teachers use questioning and mini-plenaries within lesson to check understanding and provide further support where needed. If a child has not made sufficient progress in a lesson, response marking is provided which will guide the child to make amendments to their work and see more success.

At the end of each unit of work in French, each child is assessed in an end of unit test. This is then used as a measure of their progress in the unit and highlights areas that may be need to recapped in future units.

### **Roles and Responsibilities**

- The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff.
- The Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage.
- Subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group.
- The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.
- Governors monitor the success of the curriculum at whole Governing Body meetings through the Headteacher's report and reports from subject leaders.

**Reviewed:** September 2024

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