**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Languages Policy

Reviewed by Governing Body and staff

December 2019

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:-

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
* Everyone feels empowered to play a full an effective role in the school.

**Policy Statement**

At St. Julie we greatly value the importance of early language learning and believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children’s knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. We believe that in today’s international and multicultural society, it is essential that young people develop skills and attitudes that enable them to communicate with, understand and respect other cultures.

*“Learning a foreign language is a liberation from insularity and provides an opening to other 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, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”*

National Curriculum for England 2014

Statutory requirements for the teaching and learning of Languages in KS2 are laid out in the National Curriculum Languages Document (2014)

 **Aims**

The national curriculum for languages aims to ensure that all pupils:

* understand and respond to spoken and written language from a variety of authentic sources
* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing in the language studied.

(The National Curriculum in England Framework Document (DfE) 2014)

**Teaching and Learning**

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

**KS1**

Although Foreign Language learning is not statutory in KS1 we believe the opportunity to engage in language learning as early as possible is highly valuable. Pupils in KS1 are introduced to Spanish where a great deal of emphasis is placed on listening and speaking skills. Pupils are given the opportunity to learn vocabulary and grammatical structures through games, rhymes, chant and song.

**KS2**

Following the early learning of vocabulary through speaking and listening in KS1, this is further developed in Year 3 and 4, where we also begin to introduce basic reading and writing skills.

Year 5 and 6 continue to increase their knowledge of Spanish, with a continued emphasis on Speaking and Listening, in order to speak with increasing confidence, fluency and spontaneity. As well as increasing their ability to read and understand written language and to write at varying length, for different purposes, using the grammatical structures that they have learnt

Foreign Languages can be taught in isolation, but is also practiced in all areas of the curriculum where appropriate. Teachers model Spanish pronunciation and vocabulary in class work and daily routines.

In KS2 Pupils should be 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 and answer 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, including through using a dictionary

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 grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**Organisation:**

Children in KS1 and KS2 learn Spanish.

Year 1 children are taught Spanish for 10 minutes per week by the subject lead, mainly through vocabulary, actions and song.

Children in Year 2 are taught by a specialist languages teacher directly for 20 mins per week, mainly through vocabulary, actions and song.

In KS2 children in Year 3 and Year 4 are taught by a specialist languages teacher directly for 35-40 mins per week. Year 5 and 6 are taught by a specialist languages teacher directly for 45 mins per week. Class teachers take part in the language learning with the specialist teacher to improve subject knowledge and to enable them to follow up activities, when appropriate, outside of the language lesson, including the register, basic greetings and commands, ordering school lunches etc.

**Planning and Resources**

Our school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Our Specialist Languages Teacher uses this planning and resources to deliver lessons. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites.

**Cross-curricular Opportunities**

When appropriate, Spanish is incorporated into all aspects of school life. Teachers will seek to take advantage of opportunities to make cross-curricular links.

**Assessment**

Currently assessment is informal across the four language skills (Speaking, listening, reading and writing) and the progress made in these throughout KS2.

**Equality and SEN Statement**

At St Julie Primary School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils’ diverse learning needs. Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Spanish. In our differentiated planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils. We appreciate that children may have special educational needs throughout, or at any time during their school career. At St Julie Primary School we aim to facilitate the full inclusion of pupils with special educational needs.

We teach Spanish to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children in their class.

 **Reporting**

All KS2 children receive an annual written report in which there is a summary of their child’s effort and progress in Foreign Languages over the year. Parent consultation evenings are held three times a year when children’s progress in Foreign Languages can be outlined and discussed if appropriate.

**Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Teachers refer to the School's Health and Safety Policy.

**Role of the Subject Leader and Monitoring**

The subject is managed by the Languages Leader. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The Languages Leader will work together with the visiting specialist teacher to advise, work with and guide staff and when required. The school is working toward effective progress across the four years of KS2 .

The Languages leader will give the head teacher an annual report evaluating the strengths and weaknesses in the subject and indicate areas for further improvement. An Action Plan will be written for the following year.

**CPD**

The Languages leader can access training in monitoring via the PLN VLE, consultation time, email discussion and at coordinator CPD. The Languages leader attends, (as part of the Primary Languages Network) coordinators’ CPD and the annual PLN Languages conference. The Languages leader is a member of the network email group and can access the PLN Twitter account, the PLN website (https://primarylanguages.network/), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials, and lesson by lesson planning delivered by the Specialist Languages Teacher. The PLN VLE school can be used by all staff to access Language upskilling webinars and subject knowledge information.

**Role of the Governors**

Our governors determine, support, monitor and review the school policies on Foreign Languages. In particular they:

• support the use of appropriate teaching strategies by helping to allocate resources

 effectively

 • ensure that the school buildings and premises promote successful teaching and learning

 • ensure that high quality staff are appointed

 • monitor how effective teaching and learning strategies are in terms of raising pupil

 attainment through link visits to the school and in consultation with subject leaders

 • ensure that staff development and performance management policies promote good quality

 teaching and learning

 • monitor the effectiveness of the school’s teaching and learning policies through the school

 self-review processes. These include reports from subject leaders and the termly Head

 Teacher’s report to governors as well as a review of the in-service training sessions

 attended by our staff.