

LOVE, TRUST, COMMUNITY



**POLICY FOR
FOREIGN LANGUAGES**

WICKHAMBREAU C.E.P. SCHOOL

WICKHAMBREAUX CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY FOR FOREIGN LANGUAGES 2009

Introduction

The government's plan for primary languages is that entitlement to learn a new language will be statutory from September 2000 with full implementation by 2010.

The National Language Strategy is an important element within the Primary National Strategy, re-enforcing the key approaches to teaching and learning which are set out in Excellence and Enjoyment, a strategy for Primary Schools. Learning another language supports the Enjoyment and Achievement outcome of Every Child Matters. The National Framework for Languages KS2 is a core document, offering a practical reference for planning, teaching and monitoring. We are fully committed to using this framework.

Aims

Our emphasis is on enjoyment, through practical application and through cross-curricular linking.

Oracy and Literacy:

- To develop communication skills, as to be able to communicate is the real purpose of learning a foreign language.
- To be able to reach recognised levels of achievement in the skills of oracy and literacy.
- To enable children to see that learning another language can be enjoyable and fun.

Intercultural Understanding:

- To see language as part of culture and learning the culture is a necessary part of learning a language.
- To raise awareness and understanding of the cultures of other countries around the world.
- To link work in the foreign language to other curriculum areas, e.g. Literacy, Numeracy, ICT, PSHE, Geography, Music, History etc. where appropriate.

Knowledge about Language (KAL):

- To develop understanding of how language works. When learning a new language pupils make comparisons with English and/or home language and reflect on similarities and differences.
- To use knowledge about language to support effective communication, both orally and in writing.

- To make them aware of pronunciation and intonation.
- To investigate how languages work and so be able to adapt language to new contexts.

Language Learning Strategies (LLS):

- To develop confidence and trust and willingness to participate.
- To develop pupils' listening skills.
- To build self-esteem and social confidence.
- To be able to select and use different strategies which pupils can then apply to effectively learn a language.
- Strategies explored in language lessons can be used for learning in other subjects.

Context, Organisation and Planning

At the present time, French is taught throughout the school from Reception to Year 6, by a specialist teacher. Class lessons are timetabled. In addition to this dedicated time allocation, class teachers will utilise opportunities to enable children to use their language skills.

Children whom we have identified as gifted in languages are provided with additional opportunities to extend basic vocabulary, grammatical concepts and independent learning.

A German club is currently on offer as part of our extended schools programme.

Long Term Planning provides a skills based scheme of work developing progressively across the key stages.

Medium Term Planning provides the details of the programme of work to be taught in each year group.

Short Term Planning focuses on weekly teaching.

Cross-Curricular Planning ensures that natural links with other curriculum areas are fully exploited.

ICT

ICT will be used to develop children's communication strategies which will be of use to them in their everyday lives.

Assessment

Assessment is an integral part of the teaching process. It will be linked to the can-do statements of the Languages Ladder, the National Recognition scheme – see Appendices 1 & 2.

Progress will be included in the annual report to parents.

Inclusion

The Primary languages entitlement is inclusive and the Framework supports equality of opportunity for all children. Pupils present with different experiences, strengths, interests and prior learning. These will be taken into account to:

- set suitable learning challenges
- respond to the diverse needs of pupils
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Differentiation initially is largely by outcome – particularly in listening and speaking. However, as key language is extended into more complex structures, differentiation is by text and task and the use of writing frames.

Equal Opportunities and Access

The school's equal opportunities policy, gender policy and disability policy apply to Primary Languages. Where appropriate, teaching materials and group activities reflect the gender, cultural and ethnic diversity of our society. We try to avoid stereotyping in terms of race, disability or gender.

Spiritual, moral, social and cultural development

Developing social and cultural awareness is integral to languages teaching. As pupils become aware of diversity and confront stereotypes, they are presented with clear opportunities to celebrate and respect differences.

The role of the Co-ordinator

- to be responsible to the Headteacher for the co-ordination of all PMFL work within the school.
- To be a subject leader within the school.
- To be responsible for implementing and evaluating the policy in practice.
- To monitor the teaching of primary foreign languages in conjunction with the Headteacher.
- To be responsible for ensuring that resources are easily accessible, effectively used and updated.
- To offer help to colleagues and to share best practice, meeting training needs.
- To keep up to date and be informed about new teaching methods/resources, often through meeting with schools in the cluster.
- To liaise with the governor responsible for modern foreign languages.
- To write and review planning throughout the school.
- To regulate our Kent Accreditation for Primary Languages status – currently at Silver Level.

Policy Review and Evaluation

This policy will be reviewed regularly to take account of

- Changes in the National Curriculum
- National Frame work for Languages
- Kent Accreditation for Primary Languages
- Any other changes