



# Stapeley Broad Lane C.E. Primary School

## Languages Policy

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Marco Cura (MFL leader)

### Aims

We aim to

- develop children's experience of language acquisition
- encourage curiosity about languages
- develop their understanding of what they hear and read
- ensure children have an ability to express themselves in speech and writing
- extend their knowledge of how language works
- explore differences between French, Spanish and English
- strengthen their sense of identity through learning about culture in different countries and comparing it with their own culture.

### Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

*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.*

### Organisation

French is our main language taught in a whole-class setting twice a week, by a very experienced language specialist in KS2. It is also taught once per week in KS1 and Reception by class teachers, through the Languages Angels online platform. Spanish is taught in the summer term (instead of French) to Years 5 and 6 by a very experienced language specialist.

The lessons are designed to motivate children from the first moment and are mainly practical in focus. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Whilst the majority of these lessons are timetabled, all languages can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. Lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible and follow the learning themes in each class.

### **Assessment and record keeping**

Informal assessment of progress will be made by the language teacher during lessons through questioning and oral feedback. Attainment will be formally assessed/recorded termly. Attainment statements are included in the individual child's Annual Report to parents. The subject leader monitors the effectiveness of the procedures implemented and checks on progress throughout the year.

### **Monitoring and evaluation**

The MFL subject leader monitors planning and delivery as part of the school's cycle of subject monitoring, evaluation and improvement. Book scrutiny and pupil voice activities are undertaken by the MFL leader to check on the understanding, progress and attainment of pupils across the school. Informal drop-ins also take place to check teaching and the engagement of pupils.

Summary achievement information data is shared with governors as part of this process.

### **Training and Professional Development**

The curriculum lead regularly seeks out training opportunities, for example online webinars, which support staff professional development and language acquisition.