



Neatishead and Salhouse Federation

Languages Policy

To be reviewed annually	Neatishead & Salhouse Federation Primary Schools
Last reviewed	Feb 2018
Due for review	Feb 2019

Neatishead and Salhouse Federation

Languages Policy

1. Introduction:

At Neatishead and Federation, the languages curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception classes and Fledglings.

2. Values:

Our Christian core values of respect, responsibility, perseverance, courage, compassion and trust are embedded in all we do.

We seek to share and enjoy our learning making it as much fun and as relevant as possible providing a joined up learning experience for children through an aspiring curriculum which takes account of children's interests.

Every child is valued as an individual; we aim to nurture enthusiastic, independent, resilient and confident children who will develop life-long learning skills.

We support the emotional, physical and cognitive development of every child in a nurturing environment adopting the THRIVE approach and encouraging them to be creative, unique, open-minded, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

3. Aims:

To ensure all pupils by the end of Key Stage 2:

- 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

4. Pedagogy and Curriculum

Key Stage 2:

Teaching will be of a modern foreign language and will focus on enabling pupils to make substantial progress in that language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. 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

5. Assessment for Learning:

Formative Assessment

Formative assessment is a crucial element in children's learning. It is intrinsic to Assessment for Learning - the improving of learning through assessment.

Within languages, teachers will:

- Set languages learning goals for the children.
- Discuss these goals with the children so they understand what they are aiming for.
- Take the learning goals from the knowledge, skills and understanding laid out in the National Curriculum languages guidance.
- Use open-ended, interesting questions and scaffold their learning to help them succeed.

- Give frequent feedback to children about how they are doing and how they can improve.
- Actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own performance.
- Use on-going informal assessment (based on observation; discussion; questioning; written and creative work) to adjust teaching and progress the children's learning.
- Notice that speaking and listening are central to formative assessment.

Summative Assessment

Pupils are assessed at the end of KS2 against the following criteria:

KS2 Criteria
Listen and respond orally to spoken modern foreign language
Engage in simple conversation
Speak in simple sentences
Read a piece of text carefully demonstrating accurate pronunciation and intonation
Write simple phrases from memory

Progression

Pupils across all years complete an identical activity annually. Teachers analyse pupils' responses looking for evidence of progression across year groups and using analysis to inform planning. (This approach to evidencing progression will be adopted at Neatishead during 2017-2018 and at Salhouse 2018-2019)

6. Environments for Learning:

Creative ways will be found to enhance school spaces to support the teaching and learning of languages. The school will be appropriately resourced. Visits, visitors and resources will be used to support pupils develop the safe use and application of new technologies. Cross curricular themes will be used to support the teaching and learning of languages.

7. Pupil and Family Support:

Inclusion

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge.

Children are challenged to think at depth and deepen their learning. Our languages curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Home Learning

Regular 'Parent Plans' are shared with parents and carers by each class teacher with guidance on home learning activities which will support learning.

Reporting

Regular Structured Conversations/Parents' Consultations are scheduled when pupils' progress and attainment are discussed and targets set. A formal written report is issued at the end of the academic year.

Health and safety

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

8. Roles and Responsibilities:

Leading

The teaching team in each school work collaboratively to lead and develop the languages curriculum.

Monitoring

The headteacher, senior leadership team and governors monitor the effectiveness of the languages curriculum.

