Languages Policy

|  |  |
| --- | --- |
| Date policy last reviewed: | Jan 2022 |

|  |  |  |  |
| --- | --- | --- | --- |
| Signed by: | | | |
|  | Headteacher | Date: |  |
|  | Chair of governors | Date: |  |

Last updated: 17th May 2023

**Contents**

1. Purpose of Study
   1. Intent
   2. Implementation
   3. Impact
2. Subject Content
   1. Key Stage 2 Pupil Objectives
3. Roles and Responsibilities
4. Teaching and Assessment
5. Equal Opportunities
6. Monitoring and Review

**Purpose of study**

At **Over Hall Community School,** we recognise the importance of teaching a foreign language to foster pupils’ curiosity, appreciate other cultures and deepen their understanding of the world. We recognise that language teaching encourages pupils to appreciate and celebrate difference and provides the foundation for learning further languages.

This policy will ensure the school complies with the requirements of the national curriculum and provides opportunities for pupils to learn another language and acquire new ways of thinking.

Our chosen language at Over Hall is *French*; this is based on giving our children a wide range of opportunities and making links between our local town and the French town it is paired with.

At Over Hall we aim to –

* to bridge cultural gaps and be more open minded
* be a better communicator over all, not just in another language
* ensure that children are given opportunities to widen their knowledge and understanding of the world as well as developing their spiritual, moral, social and cultural development
* inspire pupils to develop a love of language and expand their horizon to other countries.
* help children grow into curious, confident, reflective language learners, who have high aspirations and are proud of their achievements
* provide them with an opportunity to fulfil their highest potential and also give them the foundations that will further support them with more advanced language studies.

## **Intent**

At Over Hall we strive to:

* ensure that children are given opportunities to widen their knowledge and understanding of the world as well as developing their spiritual, moral, social and cultural development
* inspire pupils to develop a love of language and expand their horizon to other countries.
* help children grow into curious, confident, reflective language learners, who have high aspirations and are proud of their achievements
* provide them with an opportunity to fulfil their highest potential and also give them the foundations that will further support them with more advanced language studies.

**Implementation**

We teach languages using the Rachel Hawkes scheme of work which is in line with National Curriculum aims. We are currently (2022-2024) rolling out the new scheme of learning which teaches the three core strands of knowledge in more depth - as recommended in OFSTED'S Framework for Languages 2021. LKS2 will begin the new scheme of learning. UKS2 will complete their Primary Education on the old scheme which still covers core knowledge and meets NC aims.

New Scheme - Rachel Hawkes:

3 Core Strands of Essential knowledge:

1. Phonics – the key components of the sound-writing relationship
2. Vocabulary – a set of the most frequently used words
3. Grammar – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)

To ensure progression and that language knowledge is more easily retrieved, lessons are taught bi-weekly at around 30-45 minutes per lesson. This lesson is then followed by follow up activities the week after for around 15-20 minutes per week to ensure children remain confident with the language skills and knowledge previously taught. Languages are also encouraged to be used through other subject area and using language for real purposes in daily classroom routines is encouraged. Evidence has proven language learning to be at its best when completed little and often.

**Impact**

Impact will ultimately be measured by having happy, knowledgeable, understanding and reflective children that are ready for their next steps in their learning journeys.

Impact will also be measured through the increase in profile of the language through school. It should be displayed, spoken and used by all learners on a daily basis. A whole school approach to language learning may also develop on the whole a love of languages for staff, children and parents.

**Subject content**

The teaching of a foreign language to every child in KS2 is a statutory requirement, as set out in the National Curriculum Programmes of Study (2014).

**Key stage 2 Pupil Objectives:**

Pupils should be taught how to:

* Listen and show understanding by joining in and responding
* Link the sound, spelling and meaning of words
* Read aloud with accurate pronunciation
* Read and show understanding of phrases and simple texts
* Speak in sentences
* Describe people, places, things in *speech* and *writing*
* Ask and answer questions
* Express opinions
* Write phrases from memory
* Adapt phrases to create new sentences
* Use a dictionary

**Roles and responsibilities**

The **subject leader** is responsible for:

* Preparing policy documents, curriculum plans and schemes of work for the subject.
* Reviewing changes to the national curriculum and advising on their implementation.
* Monitoring the learning and teaching of languages, providing support for staff where necessary.
* Ensuring the continuity and progression from year group to year group.
* Encouraging staff to provide effective learning opportunities for pupils.
* Helping to develop colleagues’ expertise in the subject.
* Organising the deployment of resources and carrying out an annual audit of all languages-related resources.
* Liaising with teachers across all phases.
* Communicating developments in the subject to all teaching staff.
* Leading staff meetings and providing staff members with the appropriate training.
* Organising, providing and monitoring CPD opportunities in the subject.
* Ensuring common standards are met for recording and assessing pupil performance.
* Advising on the contribution of languages to other curriculum areas, including cross-curricular and extra-curricular activities.
* Collating assessment data and setting new priorities for the development of languages in subsequent years.

The **classroom teacher** is responsible for:

* Acting in accordance with this policy.
* Ensuring progression of pupil’s language skills, with due regard to the national curriculum.
* Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
* Liaising with the subject leader about key topics, resources and support for individual pupils.
* Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
* Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
* Undertaking any training that is necessary in order to effectively teach the subject.

# **Teaching and Assessment**

**Key Stage 2**

* Lessons are taught bi-weekly at around 30-45 minutes per lesson.
* This lesson is then followed by follow up activities the week after for around 15-20 minutes per week to ensure children remain confident with the language skills and knowledge previously taught.
* Languages are also encouraged to be used through other subject areas and using language for real purposes in daily classroom routines is encouraged.
* When entering KS2, each child will have an individual French book. This will move up the school with them as they progress through KS2.
* Class Teachers will ensure that for each lesson taught children will write the date in French and the objective or area being covered.
* Children will self-assess against this at the end of the session using red, orange or green as a coloured dot on the page. This includes for any speaking and listening activities and follow up activities completed.
* Class Teachers will use assessment materials provided by the Rachel Hawkes scheme of work and the school knowledge organisers alongside their own knowledge to assess their classes at key assessment points mapped out over the year.
* The class teacher will feedback to the subject leader who will keep a record of this and support in adapting and responding to the needs of individual pupils alongside the appropriate class teacher.

# **Equal Opportunities**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

* Being respectful.
* Always treating all members of the school community fairly.
* Developing an understanding of diversity and the benefits it can have.
* Adopting an inclusive attitude.
* Adopting an inclusive curriculum that is accessible to all.
* Encouraging compassion and open-mindedness.

# **Monitoring and review**

* This policy will be reviewed on an annual basis by the subject leader.
* The subject leader will monitor teaching and learning in languages at Over Hall School, ensuring that the content of the national curriculum is covered.
* Any changes made to this policy will be communicated to all teaching staff.