

Foreign Languages Policy



Foreign Language Policy

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of the Foreign Languages (FL) entitlement as set out by the National Curriculum implemented as of September 2014. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with *The National Curriculum in England: languages programme of Study for Key Stage 2*, September 2014; the Ranelagh Curriculum Skills Grid for Key Stage 1 and Key Stage 2; and the school's *Schemes of Work for FL (Catherine Cheater and Early Start)*, which give details of coverage and progression.

The policy reflects the consensus of opinion of the whole school teaching staff and has the support of the governing body. This document was agreed by the school's governing body.

The implementation of this policy is the responsibility of all members of staff.

Ranelagh's Vision for FL

FL lessons should focus on practical communication and enabling pupils to make progress in Spanish. The teaching provides an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at key stage 3. It will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

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
- develop speaking with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through 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

General aims

- To increase pupils' linguistic competence through regular timetabled FL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities which are enjoyable and fun.
- To lay the foundations for future study.
- To make pupils aware that language has structure, and that the structure differs from one language to another.
- To develop listening skills and phonological awareness within KS1 and KS2.

Speaking and Listening

The pupils will:

- 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

Reading

- The pupils will be given opportunities to:
- 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

Writing

- 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

Specific School Aims

- To provide guidance to teachers
- To familiarise the pupils in Key Stage 1 with the sound of a second language through games and songs
- To celebrate the cultural and linguistic diversity of the school involving all members of the school community, parents and carers.

The Nature of Modern Foreign Languages

The learning of a foreign language in Key Stage 1 and 2 provides pupils with a valuable educational, social and cultural experience for pupils because:

- Pupils develop communication and literacy skills that lay the foundation for future language learning.
- Pupils develop linguistic competence, extend their knowledge of how languages work and explore differences and similarities between other languages and English.
- Learning another language raises awareness of the multilingual and multicultural world and introduces the international dimension to pupils' learning, giving them an insight into their own culture and those of others.
- The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.
- In many cases, knowledge of a third language enhances a child's self-esteem and English ability. Pupils can learn much about English by learning the structure of other languages. Common vocabulary also helps pupils learn the meaning of new words in English.

Entitlement

‘Learning a foreign language is 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

Implementation

Pupils in KS1 are taught half an hour every two weeks. Pupils in KS2 are taught Spanish for half an hour every week.

Listening, responding and speaking skills, writing words and captions are emphasised in KS1 and then simple reading and writing skills in KS2. A multi-sensory and kinaesthetic approach to teaching is used i.e. we try to introduce a physical element into some of the games as we believe that this serves to reinforce memory. Lessons will be made as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the pupils to the learning of foreign languages.

During Spanish sessions pupils will be given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation will be determined by the learning task.

The following aspects of FL will be taught: Oracy (listening, speaking and spoken interaction), Literacy (reading and writing) and Intercultural Understanding (to develop a greater understanding of their own lives in the context of exploring the lives of others). In addition to this, pupils will also gain Knowledge about Language (to develop insights into the nature of language) and Language Learning Strategies (to familiarise themselves with strategies which they can apply to the learning of any language).

Appropriate classroom strategies will be adopted to ensure equal access to all aspects of FL for all students. All pupils, regardless of religion, race

or gender, shall have the opportunity to develop FL capability. The school promotes equal opportunities and fairness of distribution of FL resources. Groupings for FL should generally follow the same pattern as for all lessons.

Assessment

Skills will be assessed regularly and in four key areas:

- listening
- speaking
- reading
- writing

Teacher assessment will take place at the end of every term in KS1 and KS2. Pupils will be assessed individually with results recorded in the whole class assessment form.

Most assessment is formative and is used to support teaching and learning and inform future planning. As the FL teacher works through the Scheme of Work they record their observations where appropriate and assess the pupils' progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next teacher.

Evidence of pupils demonstrating their oracy skills will be recorded using Flipgrid. If any written FL work is produced, it is marked in line with the school policy on marking.

Records of students' achievement will be kept according to the school policy.

Management

The FL Co-ordinator is responsible for the implementation of the policy, monitoring standards of achievement and progression and the co-ordination of assessment. The co-ordinator is also responsible for the production of FL action and development plans as well as for the review of the FL Scheme of Work annually. The FL co-ordinator and any language specialist teachers will make the amendments to meet the learner's needs as required. All members of staff can access the Scheme of Work in the school network.

The specialist language teacher is responsible for the delivery of the policy and the writing of the short term plans. All weekly plans will be created using the weekly planning formats for KS1 and KS2 that can be found in the school network.

In the event of any specialist language teachers visiting from other educational establishments will be responsible for delivering the language lesson. However, the class teacher and CSPs would be required to stay in the classroom and support the FL teacher with the delivery of the lesson or supporting small groups of pupils, thus contributing to the class teacher's professional development. The content of these sessions is reinforced by the class teacher during the week.

The FL Co-ordinator is responsible for keeping up to date with current development in the teaching of FL through professional reading and attendances on relevant courses.

The FL Co-ordinator is to assist with staff development in FL within the school. Working with the school INSET Co-ordinator, the FL Co-ordinator will be responsible for the arrangement of appropriate INSET.

The FL Co-ordinator will also be responsible for identifying and purchasing resources as required, as well as monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the FL budget.

Time and appropriate funding will be allocated for a programme of CPD related to the SDP and individual staff appraisal targets.

The school is corporately responsible for ensuring that copyright regulations are not infringed.

Review

The Head Teacher and staff will review the policy in line with the policy timetable.