



BROAD HEATH PRIMARY SCHOOL

Languages Policy

' Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations.'

DfES Languages for All: Languages for life, 2005

"Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained can make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others."

DfES The Key Stage 2 Framework for Languages, 2005

Foreign Languages should contribute to the whole curriculum by developing children's skills in speaking and listening, reading, writing and grammar.

Introduction

This Foreign Languages Policy follows the whole school guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It supports the whole school's aims and objectives as described in the school improvement plan, with regard to developing each child's full potential in all areas.

This policy also reflects agreed approaches to whole school issues, for example special educational needs, equal opportunity and race equality.

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Language Detectives	Greetings – me and you	Colours	Have you got a pet?	Families	When is your birthday?
Year 4	Comparing Languages	The Little Brown Mouse	Our bodies	Numbers	Days and Months	Classroom objects
Year 5	Numbers	Food	Sports – likes and dislikes	Directions	The Weather	In the classroom
Year 6	The alphabet	What would you like? Food and drink	Food – likes and dislikes	What is the time?	Where do you live? My town.	At school - Likes and Dislikes

Spanish lessons throughout KS2 will be made up of four clear elements:

- 1. Speaking and Listening*
- 2. Reading*
- 3. Writing*
- 4. Grammar*

All of these will be applied throughout the themed unit. Units will be devised based on Early Start Spanish folders and KS2 Spanish online resources.

The school's 4-year KS2 scheme of work is designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners.

Spanish Blog

The Spanish blog will provide pupils with a range of language learning strategies and help them to develop their speaking, listening, reading and writing skills in a range of practical contexts and to also showcase their learning within this area. This wide-ranging provision reflects the wide-ranging needs of children from different year groups. This approach will enable pupils from Year 3 all the way up to Year 6 to prepare for their language learning journey and consolidate their skills.

Teaching and learning Primary Languages at Broad Heath

Principles

Languages are given real-life contexts and children develop an understanding of the countries where languages come from. This is achieved through School trips, and cross-curricular links with topics and project weeks. In class, Languages will be provided by class teachers in a discrete Foreign Languages session. Spanish is the discrete language taught in the school, particularly in Years 3,4, 5 and 6. ICT is closely integrated into languages and there are a number of programs and website subscriptions being used within the school.

Delivery in EYFS/KS1 Drip feeding languages linked to the curriculum, for example during Around the World/Celebrations project week , European Language day and where they occur naturally during the themed planning throughout the year.

Planning and progression

Planning and progression in KS2 is currently reviewed on a yearly basis by the subject co-ordinator to raise standards to meet the expectation of the new curriculum. We are currently using SOW that have been produced by the school and are open to any amendments where and when needed. Already there is a marked improvement in Spanish in KS2 since the SOW were introduced.

To aid progression within our medium term planning, we draw on the non-statutory KS2 Languages Framework guidance. We regularly review our planning.

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, books, CDs, DVDs (audio and visual materials) posters and games.

Each classroom has a Spanish/English dictionary. There is a section in the library for read-alone dual language books.

The language co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the Languages budget. The amount of this budget reflects the degree of priority given to Languages in the School Development Plan.

Staff Development

Staff insets will be conducted so staff members are able to use the termly outcomes effectively. They will also be used to prepare staff for new initiatives relating to the new curriculum.

Staff are also encouraged to use the SOW and the KS2 JMB Spanish website for personal language development.

Equal Opportunities and Inclusion

The Foreign Languages Policy reflects the school's policy on equal opportunities and race equality. All pupils have the entitlement irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities for speaking and learning Spanish.

The variety of themes and materials will be carefully chosen to represent a range of cultures whilst at the same time teaching about the Spanish culture and way of life.

Assessment, Recording and Reporting

Assessment in Languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learners needs. During lessons, the class teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Pupil's work will be completed and kept in class folders, which will be an additional source of ongoing evidence of progress, amounting to a portfolio.

Assessment in Languages will follow the school's assessment policy and teachers' complete school-based Cornerstones assessments on a termly basis. These can be found on the Cornerstones website. The teachers can assess the children by using the key skills documents for each year group located on the Google drive.

Assessment of language competence is dependent on task and content. A broad set of tasks and settings for speaking, reading and writing are provided within the schemes of work.

Reporting to parents will follow school guidance procedures and address the end of Key Stage descriptors.

Monitoring and Review

In developing the framework for Foreign Languages, it is vital that teachers enjoy mutual support and share skills. There must be discussion about the FL curriculum as part of meetings, and active support and encouragement from the FL Co-ordinator.

The subject will be monitored, and feedback will be given termly to the Head Teacher. Evidence of attainment will be collected and added to the FL Portfolio and the Portfolio Blog on the school website. Monitoring is carried out through observations of teaching, on-going, information discussion with pupils and review of pupil work.

There is an annual review of this policy by the subject leader for Languages.

This policy was reviewed and amended in June 2021.