



# **Languages Policy**

## **2020-2023**

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Summer 2020 **and will be reviewed again in Summer 2023**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

## ***Non-Statutory Policy***

Languages Policy

Aims and Vision

**Chellaston Junior School**



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



**Our aim** In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

Curriculum Intent

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Curriculum Intent for Languages

At CJS, we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire creativity through pupils’ developing understanding of language structure in English and applying this knowledge to French. Foreign languages can feel very abstract to some children so we aim to help the pupils to demonstrate resilience to learn a new language. Our intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity and to develop a sense of enquiry about other cultures and the world around them.

**2. Teaching**

Our teaching in Languages should:

- Stimulate enjoyment and pleasure
- Help children acquire key subject knowledge
- Develop a child's self-confidence and independence
- Provide a feeling of achievement and satisfaction
- Promote spiritual, moral, social and cultural development
- Promote key skills of communication, application of number, ICT, improving own learning and performance, problem-solving
- Increase powers of concentration, perseverance and self-discipline
- Develop sensitivity, creativity and emotional involvement
- Offer opportunities for problem-solving in creative work
- foster an interest in learning other languages by introducing children to languages in a way that is enjoyable and accessible to all
- stimulate and encourage children's curiosity about language(s)
- encourage children to be aware that language has structure and that the structure differs from one language to another
- develop their speaking and listening skills
- lay the foundations for future study
- raise awareness of aspects of mother tongue by encountering other languages
- help children develop their awareness of cultural similarities and differences.

Pupils will have the opportunity to work individually, in pairs and in groups. 'Pupil talk' is a central feature of our teaching to ensure that we encourage '**enquiring minds**' and shared '**creativity**'.

Curriculum Journey books will be used to record observations and to develop concepts.

Examples of how pupils can be encouraged to ask '**why**' in Languages lessons:

- Why are some words in English very similar to French?
- Why is the order of words in a sentence different to how it is structured in English?
- Why are nouns masculine and feminine?

Each class has a timetabled lesson of at least thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Teachers use a variety of techniques to encourage the children to have an active engagement with the Language. Listening, responding and speaking skills are emphasised across both key stages and then simple reading and writing skills in KS2. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Teachers try to make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of Languages. Children's confidence is built through praise for any contribution they make, however tentative.

### 3. Planning

At Chellaston Junior School, learning is planned by the subject leader on a medium term planner from the themes identified in the year group long term plan. Teachers use the medium term plans to deliver the learning opportunities as individual lessons ensuring they cover the skills and knowledge outlined in the National Curriculum.

The main focus of Languages teaching at Chellaston Junior School will be French, in class time, although class teachers may also add observations/ vocabulary from other languages if they so wish. Teachers will plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

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The lessons are designed to motivate, captivate and interest children from the first moment. 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.

#### **4. Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

##### **4.1 Pupils with Special Educational Needs**

Pupils with learning difficulties in Languages may be supported by a classroom assistant where appropriate. Learning will be differentiated by task but the aim will always be that the outcome, in terms of knowledge acquisition, is the same for all pupils. Teachers will seek innovative ways to support less able learners. This maybe with word banks or modelled examples.

##### **4.2 Pupils identified as More Able**

Pupils with who are identified as talented in any aspect of the Languages curriculum will, where appropriate, have their learning experiences extended and enriched by use of the knowledge, concepts and skills from KS3. They will be encouraged to bring their own expertise to lessons. We aim to differentiate and provide challenge for these children and support through effective questioning to add breadth and depth to learning.

#### **5. Assessment, Reporting and Recording**

##### **5.1 Assessment**

Formative assessment is used to identify a child's progress in each aspect of Languages. It involves determining what each child has learned and what, therefore, should be the next stage of learning. Formative assessment is mostly carried out during the course of day to day teaching and through marking and feedback to pupils. There is no statutory assessment for Languages at the end of Key Stage Two.

At the end of each unit taught, objectives that have been covered are highlighted on the subject progression map. On the progression map, names are recorded of pupils not yet achieving the objects and any pupils having exceeded the objectives. The subject leader uses this information, alongside scrutiny of work and pupil interviews to complete feedback and action to share with year group teams. This review allows year groups to adapt future planning.

## **By the end of Key Stage 2, pupils at CJS should be able 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
- understand basic grammar appropriate to the language being studied, key features and patterns of the language; and how these differ from or are similar to English.

### **5.2 Reporting**

Reporting on Languages is done annually through a written pupil report to parents. The end of year report is based on the ongoing assessment record kept by the teacher throughout the year.

### **5.3 Recording**

An assessment of learners' skills is recorded on the school's MIS (Integris) is completed and kept as an ongoing record of achievement against the skills taught. This assessment informs the end of year report and is passed on to the next teacher as part of transition.

Recorded evidence and copies of assessment sheets will be monitored by the subject leader and kept as evidence of curriculum coverage and progression.

## **6 Links across the Curriculum**

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- **English:** development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare the foreign language with English or another language can be exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types, formation of complex sentences;
- **ICT:** use of e-mail with schools abroad, materials from the internet and satellite television, video and audio, presentation of data, word-processing; recording children's language, paired speaking activities
- **Citizenship:** the multilingual society, knowledge of other countries and cultures;

- **Mathematics:** counting, calculations, the time and the date, money;
- **Geography:** work relating to the study of other countries, points of the compass, weather;
- **Science:** work on parts of the body, animals;
- **Music:** rhyming, rhythm, singing, composition, world music;
- **RE:** international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- **History:** work relating to the study of other countries, family trees of famous people;
- **Art:** descriptions of paintings;
- **PE:** physical responses to the teacher's instructions issued in the language being learnt.

## 7 Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose. The school is also continuing to develop a range of resources for use in MFL teaching, which are developed and added to in line with developments within the curriculum area. The resources available include:

- French language story books, DVDs, CDs, CD-Roms
- French-English dictionaries
- PowerPoint and sound files on school network
- French language calendars, weather charts
- Recordable 'talking button' whiteboards
- Toy microphones

## 8 Health and Safety

There are no specific health and safety issues related to Languages lessons.

## 9 Monitoring and Evaluation

It is the role of the Subject Leader for Languages to monitor standards and progress in Languages.

Monitoring and evaluation of Languages is achieved through:

- Scrutiny of Curriculum Journey books
- Pupil interviews
- Learning walks (where the subject leader has time to do this)
- Giving feedback to teachers
- Analysis of assessment information for all classes and year groups

### **Equality Statement**

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.