

Primary Languages Policy

October 2023

Formally adopted by the Governing Board of:-	Buxton Primary School
On:-	7th December 2023
Chair of Governors:-	Kathryn Corder
Last updated:-	July 2018
Review Date:	September 2025

'Learning a foreign language is a 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.'

- National Curriculum

Intent

Here at Buxton Primary School we understand the important role foreign language learning provides in helping to open children's eyes and minds to other cultures and ways of life. Although primary languages are not a requirement in Key Stage 1, we encourage our pupils to develop a love of language learning from a young age. In this way, they are increasingly motivated for Key Stage 2 where foreign language learning is compulsory. Since this should enable 'sufficient progress' as well as 'lay the foundation' for foreign language learning in Key Stage 3, here at Buxton we have chosen to focus on French in the KS2 classroom. This is because the vast majority of our children will be attending Aylsham High School, where French is the foreign language taught. Our pupils will therefore have sufficient knowledge in order to feel comfortable and excited for their future language learning.

Implementation

In order to develop that interest in languages from a young age, there are suggestions for language learning outlined in our coverage document in EYFS and KS1. This begins with discussions surrounding foreign languages and cultures that children have come into contact with and leads into some straightforward yet specific language that can easily be planned into classroom routines (eg: saying hello / good afternoon in another language when carrying out the register or teaching numbers to 10 / 20 in a foreign language). It also enables the Early Years and KS1 teacher to use their discretion in order to plan this into their routine and academic year.

Alongside this, we offer a language club after school in order to provide children with further opportunities to develop their love of language. This is something we have found to particularly appeal to the younger children who do not have regular language lessons.

We also organise whole school multi-cultural experience days, where children across the school have the opportunity to learn about a foreign culture in a fun and memorable way.

By KS2 we use the Salut French programme in order to support the progression of French teaching across the year groups. This is a programme of study that has been chosen for the ease in which it enables pupils to 'understand and communicate ideas, facts and feelings in speech and writing.' Our KS2 teachers are of course proficient in implementing a variety of teaching techniques to encourage our children to actively engage in their language learning, yet find Salut supportive ensuring activities are varied and fun for all children.

KS2 language lessons are planned into weekly timetables, with the expectation of up to an hour of French to be covered each week. With the help of flashcards or other pictorial representations, French stories / books, interactive games and activities, as well as written tasks teachers balance the regular learning of listening, reading, speaking and writing skills to ensure have fun in their language learning

lessons as well as make progress as outlined in our progression of skills and coverage documents. Salut helps to model and reinforce the correct French pronunciation as well as provide opportunities for all of the aforementioned foci. Since the modules that we cover (with our Salut programme or otherwise) are 'focused on familiar and routine matters', children are motivated to practice these and have plenty of opportunities to practice, 'using their knowledge of phonology, grammatical structures and vocabulary' which they are able to compare and contrast with their English language learning. In this way we are able to achieve the following aims of the national curriculum:

- To listen attentively to spoken language and show understanding by joining in and responding.
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- To speak in sentences, using familiar vocabulary, phrases and basic language structures.
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To present ideas and information orally to a range of audiences.
- To read carefully and show understanding of words, phrases and simple writing.
- To appreciate stories, songs, poems and rhymes in the language.
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- To describe people, places, things and actions orally and in writing languages.
- To 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.

Differentiation:

We recognise that all classes have a wide range of language abilities and we ensure that we provide suitable learning opportunities for all children. Teachers plan a combination of closed and open-ended tasks which allow for a variety of responses and set tasks of increasing difficulty. Where appropriate, children are grouped by ability and tasks are differentiated accordingly. The planning in class clearly states the roles of classroom assistants in each lesson to support the individual work of a child or groups of children.

Children with SEN:

For children with SEN the task will be adjusted or pupils may be given extra support. Extra resources or writing frames will be used to help the child access the learning and where possible, teaching assistants and pupil specific staff will be used to support individual needs.

Gifted and Talented Children:

We ensure that good differentiation provides challenging activities for all pupils. For the most able, we use resources that challenge their understanding and require them to apply their knowledge. At times, more open-ended tasks (such as investigating new language) are set. Gifted and Talented pupils are routinely challenged with probing questions from the teacher either individually or within a group.

Cross-Curricula Teaching and Learning:

Pupils are expected to use and apply language learning from English, making comparisons and contrasts whenever relevant and possible. Pupils will develop their skills in speaking and listening through role-play, singing and discussions as well as reading and writing through the material shared and activities given in class. Links to French in geography and history learning are made during those lessons and cross-referenced in French lessons (such as when learning about Paris, or regions in France). Whenever possible, Votes for Schools and religious education will also be used as an opportunity to close the gap between the English Channel, so to speak.

The main aim of language teaching at Buxton is to enrich the language learning curriculum, encourage diversity and an acceptance and understanding of other cultures and ethnic groups. Our teaching and promotion of languages is an integral part of us also promoting fundamental British Values. As we further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance as we cover our primary languages curriculum.

Impact

Pupils are always shown or told what is expected of them at the start of the lesson through the display of the learning objective and success criteria. These are returned to later on in the lesson. We aim to ensure that pupils are aware of what is expected of them and what they can do to improve.

At the start of units, teachers review children's learning through questioning and listening carefully to children's responses. At the end of lessons and units, teachers review children's progress through further questioning and listening. Teachers will also use work in children's books in combination with ongoing assessment tick sheets in order to assess ability more formally. This combination of assessment of learning and assessment for learning helps teachers to continue to provide the best language education to all.

The role of the subject leader:

The subject leader is to monitor the teaching, learning and assessment within the subject, using these to improve standards in the subject. In addition to this, it is the subject leader's role to keep up to date with current guidelines and teaching methods for the subject, organising and attending relevant meetings and CPD when applicable. While it is the role of the subject leader to oversee and co-ordinate the scheme of work, it is the role of the class teachers to plan, teach and assess their class.

An effective languages education fosters pupils' curiosity and deepens their understanding of the world. The teaching at Buxton enables 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 provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Buxton's language teaching provides the foundation for learning further languages, equipping our pupils to study and work in other countries and understand different cultures.