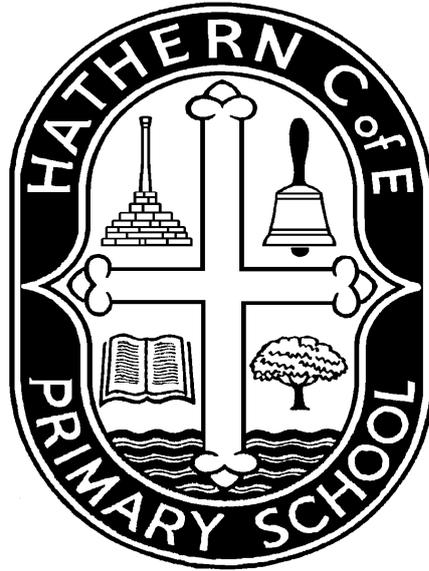


Hathern Church of England Primary School



Foreign Languages Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Autumn 2015: HT _____

Autumn 2015: Govs _____

Policy review Autumn 2018: HT _____

Autumn 2018: Govs _____

Foreign Languages Policy

Section 1: Policy Intention

This policy is intended to ensure that there is consistency across the school in terms of the learning and teaching of Foreign Languages. This policy is based upon the National Curriculum 2014 and has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of the teaching staff.

At Hathern CE Primary School it has been recognised that successful Foreign Language teaching should:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and 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

Section 2: Agreed Procedures

Teaching time

To provide adequate time for developing Foreign Languages each KS2 class will receive a weekly French lesson by a specialist teacher. Although not required in FS and KS1, French will be taught with a weekly 1 hour lesson for Class 2 and a bi-weekly 1 hour lesson for FS and Class1.

Within each lesson there will be activities to address the four strands of language learning

- speaking
- listening
- reading
- writing

Class Organisation

Each lesson will provide opportunities for children to work as a class and independently, with paired work or small group work included where appropriate.

A typical lesson

Lessons will vary in their structure across the year groups. In the earlier years there will be more singing and in the later years more recording, but the emphasis always will be to address the four strands, speaking, listening, reading and writing, each lesson. The lessons will be

planned to appeal to all learners, and all learning styles. Songs, rhymes, games, actions and genuine texts will all enhance the learning.

Section 3: Monitoring and evaluation

Monitoring and Evaluation through work scrutiny and lesson observations/learning walks should suggest that the Language Policy is being applied, where children are seen to be

- becoming increasingly familiar with the sounds and written forms of French
- developing language skills and language-learning skills
- understanding and communicating in a new language
- making comparisons between French and English
- increasing their cultural understanding
- fostering positive attitudes to language learning
- using their knowledge with growing confidence and competence to understand what they hear and read, and express themselves in speech and writing

Section 4: The Long-Term Plan

Learning and teaching is based predominantly upon the New Curriculum guidance and expectations. However, planning will always respond to pupil's needs and learning outcomes.

Teaching and learning in FS and KS1 is based upon basic language skills including greetings, numbers and weather, and upon French children's books and songs. Where possible, vocabulary relevant to the class theme will be introduced.

Section 5: Assessment

Assessment in languages should:

- provide reliable and credible information to support progression in learning
- accurately identify and track pupil progress
- highlight strengths and difficulties together with strategies to address them
- raise the expectations of success and celebrate a broad range of achievements
- motivate and actively involve pupils in review, target setting and self-evaluation
- allow children to demonstrate abilities through a range of assessment opportunities
- inform future planning

Section 6: Cross Curricular Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. For example;

English

- development of speaking and listening skills

- knowledge and understanding of grammar and sentence construction
- comparisons with English through new alphabet, phonemes, rhyming patterns, sound/spelling links, word order, masculine and feminine forms, negatives

Maths

- counting
- calculations
- date and time
- money

Geography

- comparisons between our locality and one in France
- map work including seas, cities, rivers and mountains
- weather
- tourism
- specific projects eg plotting the route of the Tour de France
- celebration of European Day of Languages

Computing

- research into the culture of France
- using web-cams to see what France is like
- visiting tourist information sites eg La Tour Eiffel
- Power point presentations regarding various aspects of French culture
- Word processing

Science

- body parts
- animals
- space

History

- study of the lives of great French people
- examining the changing relationship between the UK and France over the years
- buildings and architecture

RE

- international/multi-cultural work
- festivals abroad
- storytelling
- calendars
- customs

Art

- French artists
- French art works

Music

- French composers
- listening to French music

PE

- responding to instructions given in French

Citizenship

- the multilingual society
- knowledge of other countries
- knowledge of other cultures
- being European

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

x-ref. SEN Policy and SEN Code of Practice

Gifted and Talented:

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Opportunities within languages at Key Stage 2 include attending Languages Masterclasses for Y5, and language taster sessions with Grammar School Pupils in Y4.