



# Languages Policy

**February 2022**

Review date: September 2023

**Subject Leader:** Karen Barefield

## **Statement of intent**

At Beckers Green, we strive to excite and engage our learners through topics which are selected to enhance their cultural capital. Historically in our community, the experiences of our children have been isolated to their local environment and it is therefore important that we seek to expand horizons within their school experiences. Our curriculum also includes many opportunities for children to understand the cultural importance of Braintree and its geographical and historical context.

We have used this knowledge of our pupils to create a curriculum that is ambitious for all and offers them learning that build on prior knowledge and understanding. Topics and lessons are sequenced carefully to ensure opportunities to revisit and activate prior knowledge are optimised in order to support pupils in transferring information to their long-term memory.

Pupils with additional needs have their needs met through high quality teaching (which may include scaffolded tasks, appropriate support and challenge) or through individualised curriculums where necessary.

## **Introduction**

We believe a high-quality language curriculum will enable all pupils to learn about another culture, understand diversity and develop tolerance. It will also enable pupils to foster a love of learning about the world around them. We recognise that many of our pupils will likely have limited understanding of another language and so expose them to this from a young age.

## **School aims**

We teach languages to:

- provide a valuable educational, social and cultural experience for pupils
- raise awareness of the multi-lingual and multi-cultural world
- give pupils an insight into their own culture and those of others

## **National Curriculum aims**

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
- 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.

## **Organisation**

Although languages lessons are not statutory in Key Stage One, pupils are exposed to other languages through stories and rhymes. Languages lessons are taught to all Key Stage Two pupils. At Beckers Green, we teach French to all pupils.

## **Planning (including differentiation, inclusion and evaluation)**

Languages lessons are planned on a two-year rolling programme. Themes are taught half-termly and revisited regularly and are relevant to pupils' lives. Many lessons are taught using familiar stories and rhymes, or everyday objects and experiences.

## **Resources**

A scheme of work with added sound enables teachers to teach correct pronunciation and for pupils to hear French speakers.

## **Assessment, recording and reporting**

Teachers assess children's work in Languages by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers make judgement about each child's attainment using Curriculum Maestro to step children's progress termly, assessing their attainment as beginning, within or secure in the band for their year group.

### **Monitoring**

- The monitoring of the standards of children's work and of the quality of teaching in Languages is the responsibility of the subject leader.
- At the end of each term the Languages subject leader will analyse the data from each year group and produce a report for the head teacher detailing attainment and progress in Languages across the school. This will include analysis of specific groups within school such as Pupil Premium children and higher attaining pupils.
- Pupil voice is carried out termly by the subject lead to establish children's enjoyment and understanding of the skills taught.
- The Languages lead will observe lessons across the school, monitor planning and collect examples of work.
- At the end of the year the Languages subject leader will produce an annual report evaluating Languages across the school.