**TILERY PRIMARY SCHOOL**

***Together Promoting Success***

Primary Languages Policy

**  **

Date agreed: ……………………..

To be reviewed: ………………….

**Rationale**

The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Foreign language learning has been progressively introduced to primary schools as part of the Government’s National Languages Strategy (*Languages for All:* *Languages for Life,* DfES 2002). Since 2009-10 all Key Stage 2 pupils have been entitled to learn another language in school time. We recognise the value of this initiative and provide age-appropriate Primary Languages learning opportunities for all children in Years 3 – 6 and for additional classes in Foundation Stage and Key Stage 1. The focus language taught in our school is French.

**Aims**

The aims of Primary Languages teaching are to:

* foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils;
* stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
* support oracy and literacy, and in particular develop speaking and listening skills;
* help children develop their awareness of cultural similarities and differences;
* lay the foundations for future language study by pupils;
* provide an added perspective on first language teaching and learning;
* give an extra dimension to teaching and learning across the curriculum.

**Speaking and listening**

The children will learn to:

* listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
* understand and respond with increasing competence, accuracy and confidence in a range of situations;
* join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way;
* take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
* memorise and recite short texts, prepare and give a talk on a familiar subject confidently and with regard for the audience.

**Reading and writing**

The children will learn to:

* remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
* read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
* read, copy and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date;
* write sentences and short texts independently and from memory.

**Intercultural understanding**

The children will learn to:

* describe the life of children in the countries where the language is spoken;
* identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
* recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
* recognise and mistrust stereotypes, and understand and respect cultural diversity.

**Roles and Responsibilities**

**The Governing Body** The Governing Body has the overall responsibility of ensuring the National Curriculum is taught and that the needs of all pupils, as reflected in the school’s policies and practices are met. It is the Governing Body’s responsibility to ensure the subject leader operates effectively, that policies and practices are communicated and implemented throughout the school, assessment procedures and systems for monitoring and recording progress contribute to the school assessment, recording and reporting arrangements.

**Headteacher** The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher should ensure the school is well managed and organised, providing leadership and direction. In order to support teachers and other staff they should ensure there are appropriate policies and procedures in place, resources and accommodation are used effectively and efficiently and good relationships are fostered within the whole school community.

**Role of the Subject Leader** The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

* A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.
* A subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.
* Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.
* A subject leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject. Evaluations and analysis are to be reported to the Governors Curriculum and Community Working Party on an annual basis.
* A subject leader identifies needs in their own subject, producing an annual action plan which will be part of a school Foundation Subject Development Plan. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

**Role of the Class Teacher** Class teachers will be expected to accept responsibility for an area of the curriculum as part of their professional duties. These include:

* Planning and preparation
* Meeting the needs of all pupils
* Setting and marking of work
* Assessing, recording and reporting on the development, progress and attainment of pupils

**Organisation of Teaching and Learning**

In Key Stage 2 children are taught specific skills, concepts and vocabulary in a weeklylesson with the class teacher (normally 30 – 45 minutes**)** with daily reinforcement and incidental use of language, adding up to at least the nationally recommended minimum of 60 minutes dedicated time per week.

Children in Foundation Stage and Year 2 are taught French using the ‘Dinocrocs’ model on a weekly basis.

Where appropriate, teachers give children opportunities to practise French in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

**Planning**

Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005). We have adopted ‘The Wakefield Scheme’, written by Rachel Redfearn and published by La Jolie Ronde, as our scheme of work. This scheme offers:

* support for teachers with different degrees of confidence in speaking French;
* ICT resources which support the teacher’s own planning for their class;
* an appropriate balance of content and skills development, with reference to all five strands of the KS2 Framework for Languages.

**Learning styles**

The content and nature of Primary Languages allows pupils the opportunity to actively engage with the subject matter being taught. This might be through:

* speaking, listening and writing;
* music and singing;
* drama and role play;
* visual images and artefacts from the country being studied.

**Differentiation and additional needs**

Teachers plan work which takes into account the needs, interests and abilities of the full range of pupils. These include:

* gifted, talented and more able pupils;
* those with special educational needs and disabilities;
* pupils who have English as a second language;
* the different needs of boys and girls.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

**e-Learning**

New technologies can enable children to enhance their oral and written language skills.  E-Learning technology should be used when appropriate and matched to both the level and ability of the children. It should not detract from the content of a lesson. Opportunities for using e-learning tools are identified in the Stockton ICT Scheme of Work. Digital and video cameras enable the children to record and present their work in a variety of multimedia, including slideshows, animations and movies. The Internet can be used to research information, including text, photos and video. E-mail and video conferencing can also be used to communicate with pupils from other countries. However this must only be done in accordance with the school’s e-Safety Policy.

**Inclusion**

Tilery Primary school is committed to inclusion. Our ethos encourages a strong sense of community and belonging and our curriculum is designed to provide opportunities for all our pupils.

We believe that everyone should be equally valued in school. We strive to eliminate prejudice and discrimination and to develop a learning environment where all children can flourish and achieve

We aim to provide effective learning opportunities for all pupils based on their cultural, physical and learning needs.

Whenever possible curriculum resources should be multicultural and

non-sexist, containing positive images of all groups including those with disabilities. Please see the Whole School Policy for inclusion, pages 2 – 4 for further guidance regarding inclusive classroom practice.

**Resources**

As noted in the section on ‘Planning’ the principle resource utilised in Key Stage 2 is ‘La Jolie Ronde’ scheme of work with its associated materials. In addition, teachers make use of the following resources:

* 2 Simple French
* Developing French Livre Un
* Espresso
* BBC Primary Language website
* Singing French songbook
* Chatterbox French

**Monitoring and Assessment**

The school’s online assessment application (Classroom Monitor) should be used by teachers to plan appropriate learning activities which enable the children to make good progress, and fulfil the requirements of the National Curriculum. Classroom Monitor should be updated at least every half term, indicating the objectives that the children have met, almost achieved and those that are targets for future learning. The MFL subject leader will use Classroom Monitor to analyse areas of strength and development of the subject together with samples of planning and children’s work. This will enable the co-ordinator to report on the quality of teaching and learning to the school’s Governing Body.

**Health and Safety**

Teachers are responsible for the health and safety of the children in their class. Classroom activities should be as safe as possible and children should be taught to use any equipment properly. The school’s safeguarding procedures should be followed when visitors work with children in school.

**Visits**

Curriculum visits should be planned well in advance, with careful consideration given to the aims and objectives of the trip and the nature of the

activities to be experienced.

All visits must be authorised by the headteacher.

Whenever possible a prior visit should be made by the person organising the

trip in order to assess its suitability and to help carry out a risk assessment.

A risk assessment must be completed and given to the headteacher before

every visit.

The annual consent form must have been completed and returned for all

children going on the visit and parents should be sent details of the trip,

including time, place, clothing, lunch arrangements, planed activities and any

special arrangements. Please see the School Visits Policy for more

comprehensive information.

This policy was reviewed and amended after consultation with the Subject Working Party, staff and Governors.

Signed: …………………………………. Curriculum Co-ordinator / Leader

Date: ………………………

Signed …………………………………. Chair of Governors

Date: ………………………