

Wardley CE Primary School Modern Languages Policy



Name of Reviewer	Lauren Hargreaves
Date of Approval of Governing Body	September 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.

-We inspire and innovate and we support others to do the same.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School we strive to cultivate a real enjoyment of languages and aim to deliver high quality French lessons that teach, support and encourage all children to achieve their full potential.

Spiritual Development

Learning a foreign language supports *spiritual development* by teaching pupils to accept and embrace other languages and cultures. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. This gives them the opportunity to consider 'identity' and what it means to them and others. Children explore emotions through language, reflect on different uses of language and they are often given the opportunity to use their imagination and creativity in groups and pair work.

Moral Development

Foreign Language learning supports *moral development* through a range of listening, reading, writing and speaking activities. Stereotypes and intolerance are challenged through the teaching of language and culture. Learning a foreign language encourages respect for others' cultures and languages and it promotes trust and fairness.

Social Development

Foreign Language learning supports *social development* by encouraging pupils to work proactively and cooperatively in pairs and groups. Pupils are encouraged to experiment with language and to learn from their mistakes. There is a supportive environment in French lessons where mistakes are seen as learning opportunities, rather than as failures. In lessons, pupils are expected to use each other as learning tools and develop social strategies for giving and responding to feedback.

Cultural Development

Cultural development and *cultural awareness* are fundamental in language learning at Wardley CE Primary School. Exploration of language and culture is crucial to language learning, whether through lessons, celebrations of typical French traditions, assemblies or multilingual books. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. As part of 'European Day of Languages' which we celebrate each year across the school, we draw attention to Europe's rich linguistic and cultural diversity and we reinforce intercultural understanding.

Intent

At Wardley CE Primary School, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. We teach French to all Key Stage Two children, whatever their ability. A foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of French, we foster pupils' curiosity and deepen their understanding of the world. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures.

We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. By providing all of our children with a high quality education in foreign languages, pupils develop their love of learning about other languages and cultures. The skills and knowledge they gain from learning French will provide a foundation for future language learning and will widen their future opportunities.

To be a linguist at Wardley CE Primary School, pupils will develop the following essential characteristics:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Implementation

The Modern Languages policy at Wardley CE Primary School is designed to reflect the compulsory element of modern language learning as defined in the new primary curriculum.

At Wardley CE Primary School we have five key threshold concepts that pupils will continuously revisit in their French work. The children are assessed by the teacher

during each unit against the age-related expectations for these threshold concepts. They are:

- To read fluently
- To write imaginatively
- To speak confidently
- To understand grammar
- To understand the culture of the countries in which the language is spoken

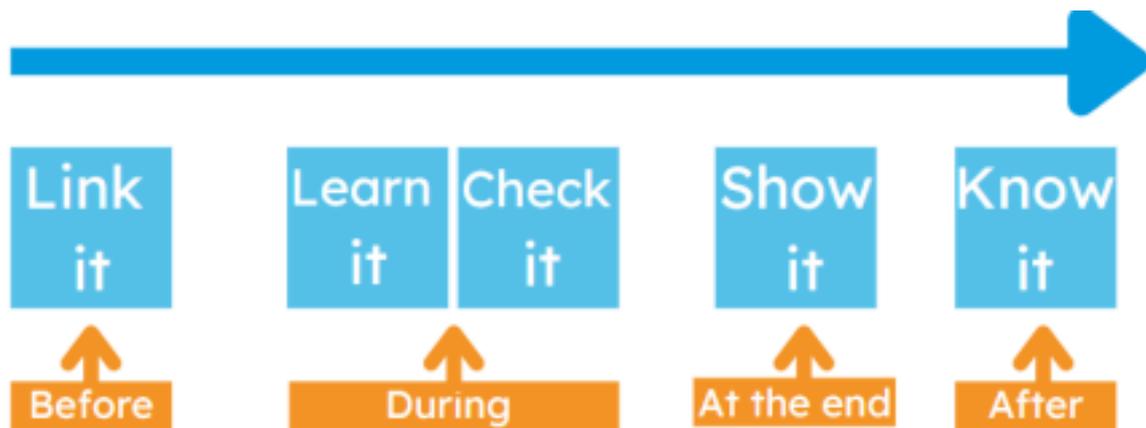
The threshold concept of 'grammar' underpins language learning across reading, writing and speaking.

French is taught to all Key Stage 2 classes by their respective class teachers in a weekly lesson using the 'Languages Angels' teaching resource. The lessons are interactive, engaging and enjoyable and they incorporate interactive games, quizzes, songs and raps, as well as high-quality, vocabulary-rich written and spoken examples. Pupils then record their work using a journal approach, allowing them to take ownership of their own learning. Over time, children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

At Wardley CE Primary School, grammar is integrated and taught discreetly as we recognise that a secure grammatical understanding is vital whilst learning a new language. Teachers ensure that pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

In addition to weekly French lessons, each year we celebrate 'European Day of Languages' in all classes from the EYFS to Year 6. This allows pupils to learn about the countries and communities where French is spoken and to make comparisons between these locations and England.

At Wardley CE Primary School we place five pedagogical principles at the heart of our geography curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to 'remember more and know more'.



Link It: At the beginning of a unit of learning teachers carefully link the children’s prior learning. Learning starts with igniting pupils’ prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the ‘Learn It’ stage where the composite learning is broken down into manageable components.

Learn It: This is new learning. It is often taught through a sequence of lessons that follow a ‘line of enquiry’. These are shaped by key questions which guide the children’s exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

Check It: Throughout the ‘Learn It’ phase, teacher’s plan ‘Check It’ opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils’ knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children’s understanding will be checked by the teacher through a range of ‘Check It’ tasks.

Show it: At the end of a sequence of learning, we use ‘show it’ which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the ‘line of enquiry’ that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

Know It: At Wardley CE Primary School, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

Links to the Wider Curriculum

At Wardley CE Primary School, French is taught through weekly lessons by the class teacher. We try to link French to other subjects to help build on prior knowledge whilst ensuring no tenuous links are made. 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, maths, geography, RE and art.

Learning a foreign language contributes significantly to the teaching of English in our school. Speaking and listening skills are developed in every lesson through conversing in French, listening to and responding to their peers. French lessons have specific grammar focuses to give them the skills to construct sentences correctly. This in turn supports grammatical understanding in English. French lessons provide countless opportunities to compare the French language with English and can be exploited through learning the alphabet and phonemes, sound/ spelling links, dictionary work and formation of structures (e.g. singular/ plural, gender, negatives, position of adjectives and imperatives). We also explore different text types in French including poetry and traditional tales.

French lessons contribute to the teaching of mathematics in a variety of ways. The children learn how to count to 100 in French. They learn about Euros and how to calculate different values of money. Pupils also learn how to say the date and time in French; consolidating learning from their maths lessons.

At Wardley CE Primary School, French teaching contributes to the teaching of Geography. Pupils learn about life in France and they make comparisons between France and England. They learn how to talk about the weather in French and practice using a simple weather chart. During European Day of Languages and in particular units, pupils learn where French is spoken in countries around the world and locate these countries on a map.

As part of our art curriculum, we look at various French impressionist artists including Claude Monet, Edgar Degas and Pierre-Auguste Renoir. Studying the landscapes and French scenes in the artists' work gives children an insight into France and its culture.

Impact

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think geographically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school's teaching & learning policy and assessment policy):

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.
- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.

Role of the subject leader.

The Modern Languages subject leader at Wardley CE Primary School is Miss Hargreaves.

Their role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this, subject leaders undertake the following monitoring activities on a termly basis:

- Lesson observations
- Monitoring of children's books
- Discussions with both adults and children
- Looking at classroom displays

In addition, subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.

- Ensure that the policy documents and curriculum resources remain useful and current.

French and links to home.

Information for parents and carers about the French curriculum is detailed on the school website and also sent out on the class curriculum leaflets each half-term.

Inclusion

At Wardley CE Primary School all children have access to French lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching we provide all children with the tools and support to be involved and access every history lesson. This is the 'low threshold, high ceiling' model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in French lessons, we will use the following provision model:

Wave 1 Support

Inclusive Quality First Teaching

Differentiated planning and work
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.
Behaviour management
Effective deployment of staff and support staff
Consideration of teaching programs and planning for varied learning styles
Accurate assessments
Pupil progress meetings
Working closely with parents
Being mindful of cultural and social differences / influences in the community

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs
SALT intervention or 1:1 specialist SALT
1:1 emotional therapy – iThrive
1:1 input LSS and PIT
Enhanced SALT support (School Buy-in)
Precision teaching
Behaviour plans
Personalised reward programs
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

