

Weobley Primary School

Languages Policy

2015-2016



Policy Reviewed	
Date	By whom
Oct 2014	L. Smith
Sept 2015	L. Hailey

Languages Policy

The Languages policy at Weobley Primary School is designed to reflect the primary Languages entitlement as defined in the Primary Languages Framework. The key elements of primary languages learning at Weobley are:

- it is inclusive;
- it is taught as a coherent programme from Year 3 to Year 6;
- it is part of a broader curriculum involving language and culture;
- it is expected that pupils reach recognised levels of achievement.

1. Rationale

The skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

2. Aims

Language teaching at Weobley Primary School aims to provide opportunities for the children to:

- express themselves creatively and imaginatively in another language;
- apply and develop their knowledge of languages and language learning;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others;
- gain enjoyment, pride and a sense of achievement.

3. Current provision and staffing

We teach a foreign language to children in Years 3 – 6 in a timetabled weekly session. The class teacher will deliver these sessions. The curriculum will be delivered supplemented by resources from Early Start French, Education City and Espresso.

4. Cross-curricular links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

aspects of literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;

- aspects of numeracy such as counting, calculations, money, the time and the date
- aspects of music such as learning traditional and modern European songs;

- aspects of PSHE such as international or multi-cultural work, for example celebration of festivals and storytelling;
- aspects of the geography and history of the world;
- and aspects of art and science, by studying the work of famous painters, architects and scientists.

5. Inclusion

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching 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.

6. Schemes of Work

Language learning at Weobley Primary School is based upon the five mutually supportive and dependent strands outlined in the Primary Languages Framework. These are:

- oracy;
- literacy;
- intercultural understanding;
- knowledge about language (KAL);
- language learning strategies (LLS).

7. Assessment for learning

- We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons to evaluate what the children have learned.
- Progress and attainment is recorded against targets.

8. Monitoring

We monitor teaching and learning in Modern Foreign Languages in the same way as we do all the other subjects that we teach in school.

This policy will be reviewed every year.

9. Role of the Co-ordinator

It is the role of the co-ordinator to:

- i) Manage the Languages budget and update resources
- ii) Review policies and schemes of work
- iii) Monitor planning and teaching across the school
- iv) Collect and record evidence of achievement across the school

Mrs Lydia Hailey

Languages Co-ordinator

