



# Ringway Primary School

## Foreign Languages Policy 2015

Policy confirmed by the Governing Body of Ringway Primary School on:

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
(Chair of Governors)

To be reviewed on: 2018

## 1 Rationale for Teaching Foreign Languages at KS2

- 1.1 As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At the start of the academic year 2014 all KS2 children are required to learn a language other than English. At Ringway we believe strongly in the benefit of this and have therefore implemented the teaching of Spanish for all KS2 children (Y3 to Y6) with an after school club open to all ages. Foundation Stage and KS1 children will receive language teaching as an optional subject. We encourage and support a whole school approach to Foreign Languages.
- 1.2 **Learning a language enriches the curriculum**, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own cultures and those of others. Language also lies at the heart of ideas about individual identity and within the community, and learning another language can do a great deal to shape children's ideas in these critical areas as well as giving them a new perspective on their own language.
- 1.3 **Language learning stimulates children's creativity:** Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- 1.4 **Language learning supports oracy and literacy:** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.
- 1.5 **Language learning leads to gains across the curriculum** Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to

mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

#### 1.6 **Language learning supports and celebrates the international dimension**

Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

## 2 **Aims**

### 2.1 Our **aims** of teaching Foreign Languages are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- explore their own cultural identities and those of others.

## 3 **Teaching and learning styles and procedures**

### 3.1 At Ringway Primary School we will use a variety of teaching and learning styles in our Foreign Languages lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children will have the opportunity to support their work with a variety of resources. We will aim for a balance of whole class, group and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; ICT, PE and Music, for example, are particularly appropriate for cross-curricular teaching.

Our chosen language for KS2 is Spanish, based on popularity of choice at KS3 and discussions with the student council.

### 3.2 In order to make good progress in Foreign Languages it is recommended that KS2 children have 45 minutes of Foreign Languages teaching a week. This teaching will be primarily delivered by a specialized language teacher and will

follow the QCA Scheme of Work and therefore a set progression. Each class has a weekly 25-30 minute lesson with the specialist teacher. These lessons should be topped up by 5-10 minute consolidation activities delivered by the classroom teacher or teaching assistant to reach the desired weekly exposure.

3.3 Recommended resources are available on the school network and in the resources room. *Espanol, Espanol* and the activity book *'Take 10 in Spanish'* are particularly recommended.

3.4 Lesson Content:

The Spanish lessons are to include:

- learning Spanish vocabulary
- asking and answering questions
- using bilingual dictionaries
- teaching of basic Spanish grammar and spelling patterns
- playing games and learning songs
- using language that has been taught in role play situations
- researching and learning about life in Spain
- beginning to write phrases and sentences
- Spanish will be included in whole school occasions e.g. super learning days.
- Spanish will be used in classroom displays that relate to the children's learning.
- Languages other than Spanish may be used within individual classes and topics, but Spanish will be the main, assessed language.

#### **4 Foreign Languages curriculum planning**

4.1 Foreign Languages teaching has been a Curriculum requirement for KS2 children since September 2014. We use the previous KS2 Languages Framework as the basis for implementing the requirements of the programme of study for Foreign Languages (until a new framework is published, then this will be reviewed) QCA Foreign Languages Scheme of Work.

4.2 We will carry out the curriculum planning in Foreign Languages in three phases (long- term, medium-term and short-term). The Foreign Languages Scheme of work is based on the KS2 Languages Framework and outlines what we teach in the long-term.

4.3 Our medium-term plans, which we will also base on the KS2 Languages Framework, give details of the main teaching objectives for each term (see Overview). These plans define what we teach, and ensure an appropriate

balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.

- 4.4 The specialist teachers complete a weekly (short-term) plan for the teaching of Foreign Languages in line with other curriculum Foundation Subjects. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. Copies of weekly literacy plans are given to the subject leader and placed on the school network.

## **5 The Foundation Stage and KS1**

A whole school approach to Foreign Languages is desirable, so although languages is optional for the Foundation Stage and KS1 at Ringway for, teachers are encouraged to start introducing Foreign Languages. Our Infant children may receive Foreign Languages teaching as a cross-curricular subject, enhancing both the EYFS and the KS1 National Curriculum. Infants may take part in any activities - and in any languages. At this stage foreign language songs, games and activities are highly enjoyable, motivating and inclusive and also develop other literacy skills. Recommended resources and websites are available on the school network. The activity book *'Take 10 in Spanish'* is particularly recommended for all key stages.

## **6 Foreign Languages and Inclusion**

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Foreign Languages is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach Foreign Languages to all KS2 children, whatever their ability and individual needs. Foreign Languages form part of the school curriculum policy to provide a broad and balanced education to all children. Through our Foreign Languages teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy.

## **7 Links outside school**

We enable all pupils to have access to the full range of activities involved in learning Foreign Languages. Where children are to participate in activities outside the classroom (a theatre trip or visit to a Foreign Languages department in a secondary school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

- 8.1 The Specialist Language Teacher assesses children's work in Foreign Languages in three phases. The short-term assessments made as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress, following the school's marking policy. Older children are encouraged to make judgements about how they can improve their own work.
- 8.2 The Specialist Language Teacher uses medium-term assessments to measure progress against the KS2 Languages Framework Objectives to help them plan for the next unit of work.
- 8.3 The Specialist Language Teacher makes long-term assessments towards the end of the school year. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents. These are then used to inform planning for the new school year.
- 8.4 The subject leader will keep samples of children's work in a portfolio. This demonstrates the expected level of achievement in Foreign Languages in each year of KS2.

## **9 Resources**

There is a range of resources to support the teaching of Foreign Languages across the School. These resources should be reviewed and evaluated for condition and relevance, regularly.

## **10 Monitoring and review**

Monitoring of the standards of children's work and the quality of teaching in Foreign Languages is the responsibility of subject leader, supported by the head teacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Foreign Languages in the school. The leader may have specially-

allocated regular management time in which to review samples of the children's work and to undertake lesson observations of Foreign Languages teaching across the school. The named governor responsible for Foreign Languages meets regularly with the subject leader in order to review progress

10.2 This policy will be reviewed at least every 4 years.