

## Language Policy

*Let it be known to all who enter here that  
Christ is the reason for this school,  
the unseen but ever present teacher in its classes,  
the model for its children, the inspiration for its staff.*

### 1 Aims and objectives

1.1 The study of languages provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience. The focus language taught at Sacred Heart is French.

1.2 The aims of language teaching at Sacred Heart School are:

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

### 2 Teaching and learning style

2.1 We use a variety of teaching and learning styles to make language an enjoyable learning experience. We endeavour to integrate language learning into everyday school life, with staff and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. Multimedia are regularly used to enhance teaching and learning.

**2.2** There are four main contexts in which language teaching and learning take place.

**2.2.1** Language lessons

Children are taught specific skills in speaking, listening, reading and writing in a weekly, dedicated lesson. Children take part in role play, conversations at an appropriate level and presentations to the class. They join in songs, rhymes, games and stories.

**2.2.2** 'Incidental' language

The language being taught is part of the day to day life of the school. For example, using the language in daily prayers (making the Sign of the Cross); simple classroom communication ('come in quietly'; 'listen'; 'look'); to ask and respond to questions ('who would like school dinner?'; 'what is today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

**2.2.3** Language embedded into other lessons

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

**2.2.4** Intercultural understanding

Children have opportunities to research and learn about similarities and differences in social conventions and how aspects of the culture of other countries influence daily life. Children are encouraged to share their own experiences of cultural differences, promoting an understanding and respect for cultural diversity.

**2.3** We recognise that we have children of differing ability in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each group;
- providing resources of different complexity matched to the ability of the child;

### **3 Language curriculum planning**

**3.1** We use the objectives from the new National Curriculum language programme of study and from Chris Quigley Essentials as a basis for our planning. Currently languages are compulsory in Key Stage 2 but optional in Key Stage 1.

**3.2** The scheme of work we offer is based upon the Rachel Hawkes Scheme of Work. This scheme of work contains a detailed curriculum overview, progression of outcomes, lesson plans and accompanying resources. Power points come in two formats, standard and with audio to facilitate pronunciation for the teacher and pupils.

This scheme is used to inform what we will teach, to provide a scheme of work tailored to our children's and ensure an appropriate balance and distribution of work across each term. Other additional resources are available and are used as required to enhance planning to meet the needs of the children.

**3.3** The focus of study in Key Stage 2 is on practical communication. There should be an appropriate balance of spoken and written language. Pupils should develop their language skills through:

- listening attentively to spoken language and showing an understanding by joining in and responding
- exploring the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engaging in conversations; asking and answering questions; expressing opinions and responding to those of others; seeking clarification and help
- speaking in sentences, using familiar vocabulary, phrases and basic language structures
- developing accurate pronunciation and intonation so that others understand when they are reading aloud or using unfamiliar words and phrases
- presenting ideas and information orally to a range of audiences
- reading carefully and showing understanding of words, phrases and simple writing
- appreciating stories, songs, poems and rhymes in the language
- broadening their vocabulary and developing their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- writing phrases from memory, and adapting these to create new sentences, to express ideas clearly
- describing people, places, things and actions orally and in writing
- understanding the culture of countries in which the language is spoken

**3.5** We plan activities in language so that they build upon children's prior learning. We ensure that children of all abilities have the opportunity to develop their skills, knowledge and understanding in each unit, so that children are increasingly challenged and allowing progression as they move up through the school.

Planning is monitored by the senior management team and the languages coordinator to ensure consistency, progression and coverage.

## **4 Contribution of languages to teaching in other curriculum areas**

### **4.1 Other Subject Areas**

Language provides a basis for teaching and learning about other cultures, and this is incorporated across the curriculum as appropriate. Efforts are made to ensure that teaching materials across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

### **4.2 RSHE**

Language offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Oral work such as practising conversations, presentations and singing allow children to work together and gives them a chance to discuss their ideas and feelings about their own work and the work of others. Their work helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences.

### **4.3 Spiritual, moral, social and cultural development**

The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop a knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and gain respect for other people in God's world.

## **5 Language and inclusion**

**5.1** At Sacred Heart we teach language to all children, whatever their ability and individual needs. Language forms part of our school curriculum policy to provide a broad and balanced education for all our children. Through our language teaching we provide learning opportunities that enable all pupils to make progress through equality of opportunity. We do this by setting suitable learning challenges and responding to each child's individual needs.

**5.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable them to learn more effectively. This ensures that our teaching is matched to the child's needs

## **6 Assessment and recording**

**6.1** We assess children's progress in language by making judgments as we observe them working on oral activities and by using evidence from written activities. These judgments are based on the milestones criteria laid out in Chris Quigley Essentials. On completion of a piece of work, the teacher assesses the work to inform future planning. Written or verbal feedback is given as appropriate to inform children of future progress.

- 6.2** The language subject leader may keep samples of children’s work in a portfolio and use these to demonstrate the expected standard of achievement is in language for each age group.

**7 Resources**

The scheme of work currently used ensures that there is continuity and progression in both skills and content across all classes. There are a wide range of resources (which are updated regularly to suit the needs of the children) available to support the teaching of language as part of the scheme as well as supplementary resources in the form of dictionaries, activities, songs, rhymes, stories, and sound files.

**8 Monitoring and review**

The monitoring of the standards of children’s work and of the quality of teaching in language is the responsibility of the language subject leader. The subject leader is also responsible for supporting colleagues in the teaching of French, for being informed about current developments, and providing a strategic lead and direction for the subject in the school. The language subject leader keeps the head teacher informed about the strengths and weaknesses in the subject, and indicates areas for further improvement.

Approved by Governing Body

**Signed:** \_\_\_\_\_

**Date:**

**Chair of Governors**