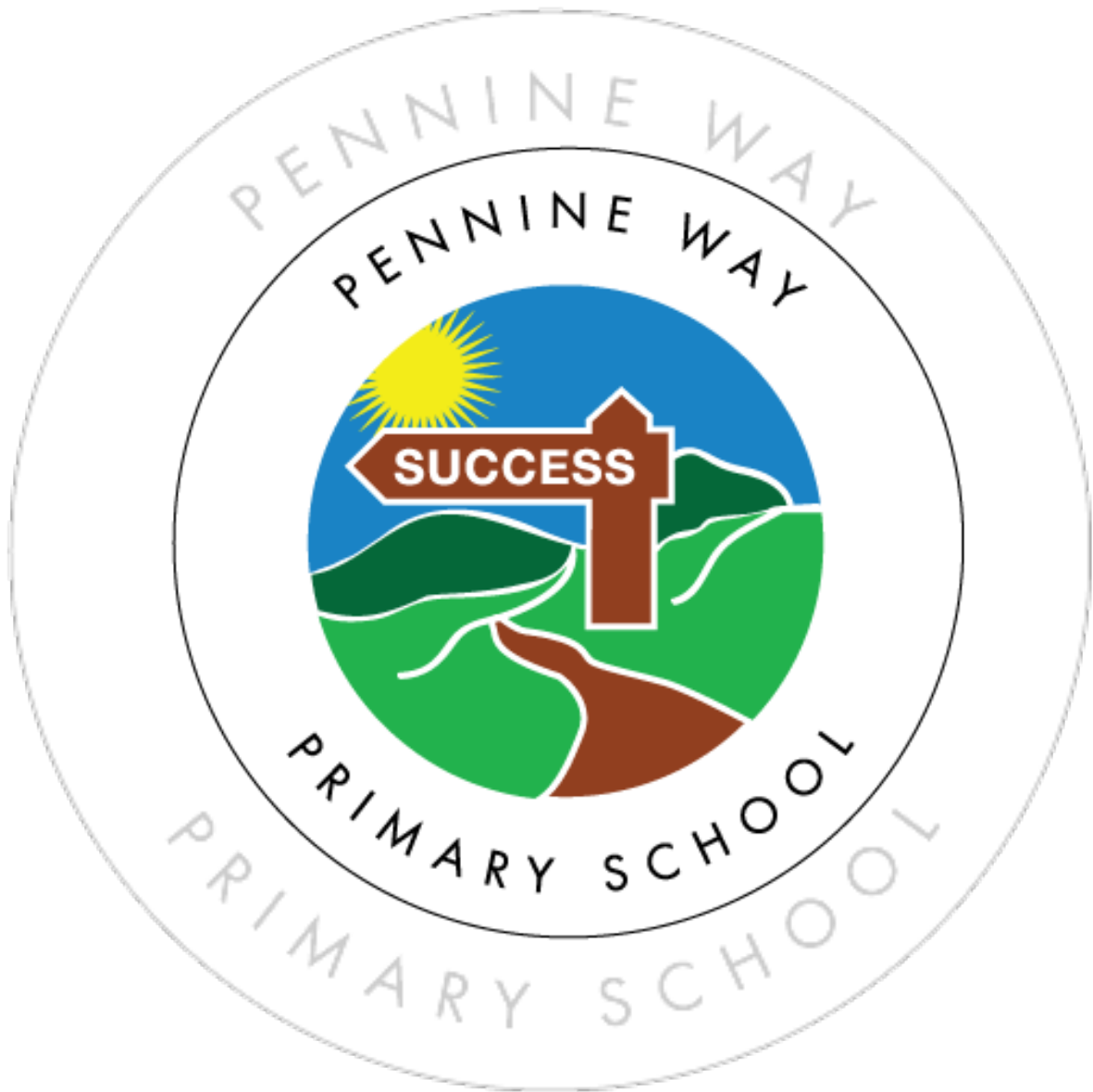


Pennine Way Primary School



Languages Policy

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Statement of intent

Mission Statement: Happiness is.....

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; Being proud of who we are, celebrating the strengths and differences that we have, working together as responsible and caring members of society as we walk the Pennine Way Pathway to Success.

Curriculum Intent:

At Pennine Way the intent for our curriculum is for it to reflect our local area and community, whilst enabling pupils to understand how Carlisle and Cumbria fit into the national and international picture. All subjects at Pennine Way are given equal importance and are all underpinned by skills as well as knowledge to improve our pupils' long term memory. These skills are built upon throughout a pupil's pathway through our school in order for them to make meaningful connections between their life experiences and the experiences that they are learning about. At the end of their journey at Pennine Way, pupils will be able to utilise the skills and knowledge gained in a variety of contexts.

Languages Intent:

At Pennine Way our aim is to promote the early development of linguistic competence. We understand that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad. Pupils at our school will be taught **French**. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

The curriculum content in this policy is from the KS2 languages national curriculum. While maintained schools are required to follow the national curriculum, academies are not; however, academies can use the national curriculum and the content of this policy to shape their own curriculum.

Signed by:

Headteacher

Date:

Chair of governors

Date:

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Education Act 2002
 - Equality Act 2010
 - DfE (2013) 'Languages programmes of study: key stage 2'
- 1.2. This policy operates in conjunction with the following school policies:
 - Curriculum policy

2. Aims

- 2.1. By the time pupils leave the school, they will be able to:
 - Understand and respond to spoken and written language from a variety of authentic sources.
 - Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
 - Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
 - Discover and develop an appreciation of a range of writing in the language studied.

3. Roles and responsibilities

- 3.1. The headteacher is responsible for:
 - Holding the subject leader to account for pupils' attainment in languages.
 - Assisting the subject leader in reviewing and updating this policy annually.
 - Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
 - Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.
- 3.2. The subject leader is responsible for:
 - Holding classroom teachers to account for pupils' attainment in languages.
 - Carrying out lesson observations to ensure the school's expectations and aims are being adhered to.

- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.
- Working with the SENCO and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

3.3. Classroom teachers are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in reports.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

4. The curriculum

4.1. Pupils in KS2 will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions, orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjunction of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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5. Cross-curricular links

- 5.1. Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.
- 5.2. History
- 5.3. The history curriculum looks at global events and how these have affected modern life.
- 5.4. PSHE
- 5.5. In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.
- 5.6. RE
- 5.7. While studying RE, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

6. Assessment and reporting

- 6.1. Assessment and reporting in languages are carried out in accordance with the school's Marking Policy.
- 6.2. All assessments, including formative and summative assessments, are undertaken in accordance with the school's Assessment Policy.
- 6.3. Parents are updated on their children's progress in languages during parents' evenings and in end of year reports.

- 6.4. The school utilises a mixture of assessment techniques to ensure the abilities of all pupils are effectively evaluated. Assessment will be recorded using FFT.
- 6.5. Assessment data is used to support feedback in end of year reports and at parents' evenings.

7. Planning and teaching

- 7.1. Planning and teaching is based around the Rigolo scheme but supplemented as appropriate for the individual class. The subject leader oversees all planning and teaching by observing lessons and participating in planning sessions with classroom teachers.
- 7.2. Classroom teachers are encouraged to collaborate and work together to ensure continuity between year groups, and that engaging lessons take place.
- 7.3. The subject leader and classroom teachers will use their own expertise to enhance and build on the aims of the national curriculum.
- 7.4. The subject leader regularly evaluates current planning and teaching practices and whether methods and techniques can be refined and improved for the future.
- 7.5. The Curriculum Skills Progression document and Curriculum Map will be used as the long-term plan to show the themes to be taught within each year group.
- 7.6. Classroom teachers will utilise the following teaching methods:
 - Sharing objectives and success criteria with pupils to ensure they understand what is expected of them
 - Relating aspects of the language being taught to pupils' existing knowledge
 - Using a variety of learning activities, e.g. songs, stories, games and role-play
 - Preparing tasks for pupils to complete individually and in groups

8. Marking and feedback

9. Every piece of work will be given feedback. This can be either: verbal feedback, self-assessment, peer assessment based upon skill and knowledge.

10. Inclusion

- 10.1. The school is committed to ensuring pupils of all backgrounds and abilities can access the languages curriculum.
- 10.2. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable

adjustments are arranged so all pupils can access the school's languages curriculum.

- 10.3. Tasks are adapted to ensure pupils of all abilities are challenged.
- 10.4. Reasonable adjustments are made by the subject leader in collaboration with the SENCO and other relevant members of staff.
- 10.5. The SENCO will review reasonable adjustments on a termly basis to ensure they remain suitable for pupils.

11. Monitoring and review

- 11.1. This policy is reviewed annually by the subject leader.
- 11.2. The subject leader will communicate all updates to this policy to the relevant classroom teachers.
- 11.3. The next scheduled review date for this policy is date.

Aimee Salkeld - School subject leader Languages September 2021

Review due : September 2022

