

Policy title	:	Languages Curriculum Policy
Date approved	:	September 2022
Review date*	:	September 2023

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components.

We at Tollgate Primary School believe that 'learning a language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.' (The National Curriculum in England Framework Document (DfE) 2014).

The Governors at Tollgate Primary School have decided to teach Mandarin a World language and French a European language. It is our intent that by teaching two languages we will provide valuable global opportunities for our pupils. In Mandarin we will continue to develop our Chinese links through working closely with 'The Confucius Institute'. In French we will continue to travel to France and Belgium so pupils can communicate with confidence and develop the skills to thrive in a global society.

We have over 45 different languages spoken in our school and the local community. We value and celebrate this diversity and the additional language skills these pupils share and bring to our community. Through our 'International Schools Award', we have links with several schools around the world.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy is to be read in conjunction with the following documents:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2
- National curriculum in England: Languages programmes of study

Aims

Our aims regarding implementing the Languages Curriculum is:

□

- To ensure that all pupils understand and respond to spoken and written language from a variety of authentic sources.
- To ensure that all pupils 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.
- To ensure that all pupils can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To ensure that all pupils discover and develop an appreciation of a range of writing in French and Mandarin.
- Languages are taught as part of a spiral curriculum that allows rehearsal, repetition and transference of key skills before progressing to the next concept leading to automaticity.
- To promote the teaching of numeracy and literacy within both subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

By the end of Key Stage 2 pupils should be able 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

Roles and Responsibility for the Policy

The Head teacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for Languages and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Encourage parents to take an active role in curriculum development;
- Provide leadership and vision in respect of equality; Provide guidance, support and training to all staff; Monitor the effectiveness of this policy by:
- Observing teaching and learning
- Planning scrutinies and learning walks
- Discussions with pupils, House Captains and House Representatives
- Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Head teacher, the nominated governor and SENCO; - Be accountable for standards in this subject area; Monitor standards by:
- Auditing the subject area
- Review of the scheme of work
- Monitoring teachers planning
- Lesson observations
- Scrutinising children's work
- Discussions with pupils
- Ensure continuity and progression throughout the school;
- Devise a subject improvement plan;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises regarding;
- Attend appropriate and relevant INSET;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively; - Undertake risk assessments when required; Review and monitor.

The Link Governor will:

- Work closely with the Head teacher and the School Leader for Languages;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy

Pupils will:

- Be aware of and comply with this policy;

- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Liaise with the School Council;
- Take part in questionnaires and surveys

The School Council will be involved in:

- Organising surveys to gauge the thoughts of all pupils

Policy Procedure

The direction set out in this policy will be used to guide the planning, delivery and the teaching of Languages across the school.

Teaching and Learning Style

We base the teaching on the guidance material in the National Curriculum for Languages. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to have an active engagement in the language: these include games, role-play and songs (particularly action songs). We use key visuals and real objects to support learning, and we also invite native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the language, as this serves to demonstrate the language without the need for translation. We give equal importance to listening, speaking, reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into lessons, as this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as this approach serves to develop a positive attitude in the children to the learning of languages. We build children's confidence through constant praise for any contribution they make in the language, however tentative.

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

French is taught from Year 3 to Year 5 for thirty minutes a week and Mandarin is taught throughout the school for approximately two sessions of thirty minutes a week. Speaking, listening, reading and writing occurs in every lesson. Pupils rehearse in the first lesson and record formally in the following lesson. We run an afterschool club for Key Stage One pupils and English classes for adults twice a week. We follow the

'Language of The Month' programme where each class learns some key words and facts regarding a language each half term. Through our 'International Schools Award' we have links with several schools around the world.

The curriculum that we follow is based on the guidance given in the revised National Curriculum. We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups, and communicate in the other language; □ look at life in another culture.

The Languages Subject Lead collaborates with the Confucius Institute and the Mandarin teachers on the planning of Mandarin to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- Details what is to be taught over the year
- Provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- Organises the subject into termly or half-termly sections
- Is more detailed and the objectives are more specific in nature
- Is developed by the teachers, who respond to the needs of their pupils
- Ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- Details the subject curriculum over the week
- Plans lessons in detail with specific class objectives
- Sets individual learning goals for each pupil

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area especially regarding hearing native speakers and learning about the two cultures. Links have been left on google classroom to support the teaching of Mandarin while travel has not been available from China due to Covid-19 restrictions.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school and promote an inclusive educational setting for all irrespective of:

- Gender
- SEND
- Pupil Premium Grant
- LAC

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Achieving Mastery

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Tollgate we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that there are children of widely different artistic abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

Adaption: is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of artistic learning the child is at and barriers to learning a child may encounter

Support: Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or assistant), a modelled example of what is needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery

Deepening Understanding: Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

Lowest 20% toolkit: These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 Support and carefully planned independent learning time.

Special Educational Needs

At our school we teach a language to all children, whatever their ability. A language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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, differentiation and variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support or EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to the language.

We enable pupils to have access to the full range of activities involved in learning a language. Where children are to participate in activities outside the classroom, for example, a playground game in a language, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

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, and also by regular testing to evaluate what the children have learnt. There are no national key stage tests, but in Mandarin, pupils sit a Confucius test in Year 5 and are awarded a school certificate showing that they have reached a certain level of competence in Mandarin. We present this to the children at the end of the year.

In French pupils are assessed each term on 'Educater'. As well as AFL, we use 'The European Languages

Portfolios' and 'The Languages Ladder'. The portfolio is linked to the Common European Framework for Languages and the curriculum objectives. Reports are completed in February where parents are informed of the level their child is working in.

The school uses the four national attainment targets to evaluate the progress of each child in:

- listening and responding;
- speaking;
- reading and responding;
- writing.

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;
- Make comments in pupil's books related to the teaching objective;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;
- Carry out long-term assessment to assess progress against school and national targets; - Carry out tests at the end of Y3, Y4 and Y5;
- Use long-term assessments to help them plan for the next academic year; - Inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the Languages coordinator supported by the Head teacher and the SLT.

Standards will be monitored by:

- Looking at pupil's work
- Subject observations
- Pupil discussions
- Audit of subjects
- Scrutiny of planning
- General curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

Teaching a language is a subject in its own right and has specific skills and knowledge which need to be taught and learnt.

Pupils are taught to transfer previously learnt language skills to the next step in their language learning however, some of these skills and knowledge can also be applied across the curriculum to support work in other curriculum areas. As a school our impact is to ensure all pupils become confident and independent when communicating in the languages and when discussing both cultures. Pupils will recognise and value the importance of learning other languages and cultures for their future in our global and diverse society.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the School Leader for Mandarin in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Communications with home such as weekly newsletters and of end of half term newsletters
- Reports such annual report to parents and Head teacher reports to the Governing Body
- Information displays in the main school entrance

Training

Tollgate Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Head teacher.