

1. Introduction

At Priory, our vision for promoting the foundations for a lifelong love of learning ensures that our children have a positive attitude and that classrooms are places where rights are respected and diversity is celebrated. Priory is a Rights Respecting School, and where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. We have developed a broad and balanced enquiry based curriculum to engage pupils, make links across subjects and encourage thinking skills to deepen understanding. Our teachers have strong subject knowledge and they plan effectively, through weaving skills, to deepen knowledge and understanding across the curriculum – this ensures solid coverage and progression in Primary Languages.

2. Rationale

We believe that learning another language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of Primary Languages encourages diversity within society and promotes initiative, confidence and independent learning. The Primary Languages provision in Priory CE Primary School is designed to reflect this and takes into consideration the primary language entitlement as set out in the National Curriculum 2014. We believe it is important for children to be exposed to the language little and often, therefore staff use the language throughout the day (such as during the register) as well as having discrete lessons.

3. Aims and Objectives

The aims of Primary Languages teaching at Priory CE Primary School are to

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

4. Teaching and Learning

At Priory we endeavor to integrate language learning into everyday school life, with teachers, teaching assistants 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. ICT is used regularly to enhance teaching and learning.

Language teaching and learning take place in three main contexts.

Languages lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher, teaching assistant and/ or peripatetic languages specialist (the content of these sessions is reinforced by the class teacher during the week).

Languages embedded into other lessons

Priory CE Primary School: Policy on Primary Languages

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

'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's 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.

Speaking and Listening

The children will learn to

- listen carefully and recognize sounds and combinations of sounds which are similar to, or different from, those of English;
- understand and respond with increasing competence, accuracy and confidence in a range of situations;
- join in songs, rhymes, raps and stories which enable them to practice the sounds of the language in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorize and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and Writing

The children will learn to

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- write sentences and short texts independently and from memory.

Intercultural Understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

The children will learn to

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age related expectations in line with the Rising Stars New Curriculum objectives. This will incorporate the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: more independent application, can explain, use or summarise understanding

Deep: have a full understanding and can apply independently in different contexts/ solve problems/ justify and reason/ etc.

We use Arbor to record assessments throughout the school. From Year 3 to Year 6 each pupil's achievement of every learning objective taught (Rising Stars French Scheme) is recorded. When a number of objectives have been assessed Teachers will award a best level from 'BAD' based on all assessments. This system is used to identify any gaps in achievement for individual pupils and classes.

6. Resources

We use a variety of resources for Primary Languages including; songs and stories from different publications, games, books and English to French dictionaries. We also use IPAD Apps such as Duolingo to support the teaching of Primary Languages. These are stored in classrooms and monitored by the subject leader.

7. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

8. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

9. Monitoring and Review

The subject leader is responsible for monitoring the standards in Primary Languages I monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

Priory CE Primary School: Policy on Primary Languages

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

10. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- Geography

Policy Author: Becky Scott

Date of Review: February 2023