



HIGH LANE PRIMARY SCHOOL

Foreign Language Policy

Date policy was agreed with Governors	Autumn 2020
Review Date	September 2023
Person(s) Responsible	R Williams

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

Learning a foreign language is a 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.

National Curriculum: Foreign Languages Programme of Study (2014)

Aims

Our school Mission Statement states that High Lane Primary School is, 'Creating the Future Today'. This Foreign Languages policy embraces our Mission and reiterates our school's aim to provide a range of opportunities to support our pupils' early development of the knowledge and skills necessary to become global citizens of the 21st Century, who can begin to appreciate the linguistic and cultural diversity of the, ever changing, world in which they live.

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works.

The aims of Primary Languages teaching at High Lane 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

What is important to us in our FL curriculum?

High Lane Primary School recognizes the value of *all* children having an entitlement to learn another language in school time and we aim to provide age-appropriate Primary Languages learning opportunities for all children. The focus language at our school is Spanish, however, from EYFS to the end of KS1, exposure to a wide range of languages should be made so as to enhance children's language learning experiences. The reasons for choosing Spanish as the focus language are set out below:

- Spanish is more of a global language, being the second most natively spoken language in the world
- The phonetic sounds in Spanish are very similar to the sounds heard in English, making it easier for children and teachers to speak Spanish. Also, because words in Spanish are spelt phonetically, there is a direct link to how the children in our school have been taught to read and spell, using a phonics program. We believe, therefore, that learning Spanish can also help children's literacy skills
- Many of our pupils go on holiday to Spain, and some have apartments there. This makes the learning more meaningful, as many pupils will have the opportunity to practise what they have learnt in School

Curriculum planning

- Primary Languages is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages (DfES 2005), the new Foreign Languages curriculum objectives (2014) and the ilanguages Scheme of Work
- Individual lessons follow the ilanguages lesson plans and resources as these provide the most support for our staff base that consists of non-specialist language teachers
- A range of resources (including fiction and non-fiction texts, posters and classroom display materials, CDs and computer software) are available for use throughout the school.

Role of the subject leader

In ensuring the quality of provision across the school, the subject leader, Richard Williams, is responsible for the following:

- Ensuring class teachers understand statutory requires for their year group and general progression of the FL curriculum
- Providing appropriate professional development, coaching and feedback for staff
- Leading whole-school monitoring and evaluation of teaching and learning in FL
- Working alongside senior leaders in order to plan whole-school improvement projects
- Engaging with relevant statutory information and research on FL, disseminating key messages to staff
- Ensuring resources are of high quality and recommending new resources within budgetary limitations
- Ensuring the school's senior leadership team and governors are informed about the quality of teaching and learning
- Working in partnership with the school's SENDCo to ensure the needs of all children in FL are met effectively
- Ensuring the school's FL policy and progression documents are regularly reviewed

Equal opportunities

At High Lane, we celebrate the part that Primary Languages plays in developing the learning of all pupils, irrespective of gender or ability. Experience has shown that children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils, regardless of race, gender, ability or special needs, including those for whom English is a second language. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons.

High Lane Primary
What Foreign Languages looks like in our school



Our philosophy

At High Lane, our FL lessons:

- Allow children to understand and respond to spoken and written language from a variety of authentic sources
- Provide opportunities for pupils to speak with increasing confidence and fluency - continually improving the accuracy of their pronunciation and intonation
- Build their capacity to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

What we do

In order to provide effective teaching and learning opportunities, we:

- Teach discreet language lessons at EYFS and KS1 through other subject areas e.g. music
- Plan and teach lessons in line with the National Curriculum in KS2
- Provide an appropriate balance of spoken and written language and lay the foundations for further foreign language learning
- Enable pupils to understand and communicate ideas in speech and writing

What a typical Spanish lesson might involve

Speaking and listening, where the children will learn to:

- Listen carefully and recognise 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 practise 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
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience

Reading and writing, where 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 eg classroom items, display labels, weather chart, date
- Write sentences and short texts independently and from memory

- Use bilingual dictionaries to increase their knowledge of Spanish and enhance their language learning skills

How we know our pupils are achieving

From EYFS through to Key Stage 2, we use a range of strategies to ensure our pupils are on track and lessons are effective. We:

- Use formative assessment throughout the lesson
- Use a range of AfL strategies in class – self-assessment, peer-assessment
- Share written and verbal feedback with the children
- Track progress by recording children's written work in a Spanish book that moves up through KS2 with the pupil
- Encourage pupils to make comparisons with their previous work and evaluate their progress and areas for development
- Share success criteria for different activities with pupils