



St. Edmund's Catholic Primary School

'Together we learn and grow through worship and celebration'

Foreign Languages Policy

Committee responsible for policy	Curriculum and Achievement
Coordinator	Catherine Parke
Statutory/Non-statutory	Non STATUTORY
Frequency of Review	Free to determine – every 3 years or earlier if required
Date of last review Approved by Staff/ SLT/Committee/FGB	July 2021
Date of next review	July 2024
Purpose of policy	To outline the requirements of the curriculum subject
Consultation	Staff
Links to other policies	All other subject policies Curriculum, Marking, Planning

This policy reflects the school's values and philosophy in relation to the teaching and learning of Foreign Languages. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment.

The learning of a foreign language provides a valuable educational, social and cultural experience through which children develop communication and literacy skills that lay the foundation for future language learning. Children develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between English and any other language.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to children's learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Aims and Objectives

The aims and objectives of learning a Foreign Language in primary school are to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children's curiosity about language;
- encourage children to be aware that language has structure and that the structure differs from one language to another;
- help the children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future language learning.

Planning and Organisation

In our school French is taught every other week throughout the year to children in Key Stage 2 by a specialist French teacher. Each lesson is between half an hour and an hour long. The teaching is based on the National Curriculum for Foreign Languages and supplemented with other resources including LCP schemes of work. In EYFS and Key Stage 1, French is taught each week for half an hour at a time.

A variety of techniques are used to encourage the children to engage with the language, including games, role play and action songs. (Erased a whole sentence) We have a link with a French school located in the Paris area and Year 6 children regularly exchange letters with their pen friends as well as organising video calls at least twice a year. Listening, responding and speaking skills are emphasised, followed by development of reading and writing skills. A multi-sensory and kinaesthetic approach to teaching is used, i.e. actions are introduced into games, rhymes and songs as this serves to reinforce memory.

Lessons are planned to be as enjoyable as possible so that the children develop a positive attitude to the learning of Foreign Languages. Children's confidence is built through praise for any contribution they make, however tentative.

Pupils 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 conjugation 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.

Assessment and Recording

At St Edmund's, assessment and record keeping is an integral part of our teaching and learning policy. Records of pupils' achievements are kept to plan pupils' future learning, inform and report progress to parents and maintain a written record of pupils' learning.

Children's progress is assessed informally during lessons with reference to level descriptors, evaluating progress in:

- Listening
- Speaking
- Reading
- Writing

Children's progress will be assessed and recorded at the end of each unit of work. The children are invited to take their Lingua Badge qualification at the end of Y5 and Y6.

The award assesses and acknowledges young learners' linguistic achievements in the early stages of foreign language learning. The Lingua Badge Awards are graded at Bronze, Silver and Gold. Pupils will be assessed at the level appropriate to their learning.

There is a language and cultural element to each award. On successful completion of both elements, pupils will be awarded a badge and certificate.

Resources

A variety of resources are located in the music room.

A selection of bilingual books is also available in the library.

CD-ROMs which support classroom teaching, are available on the school server.

Equal Opportunities

Where appropriate, adaptations such as access to resources and activities will be made to meet pupils' needs, alongside conversation with Inclusion Lead and LSA's working to support individual or groups of children.

Monitoring and Evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment.

Teaching of French is monitored by the Senior Leadership Team who carries out monitoring activities in line with the school's policy for monitoring.

The implementation of this policy is monitored by the Foreign Languages Co-ordinator and the Governors' Curriculum and Achievement Committee.