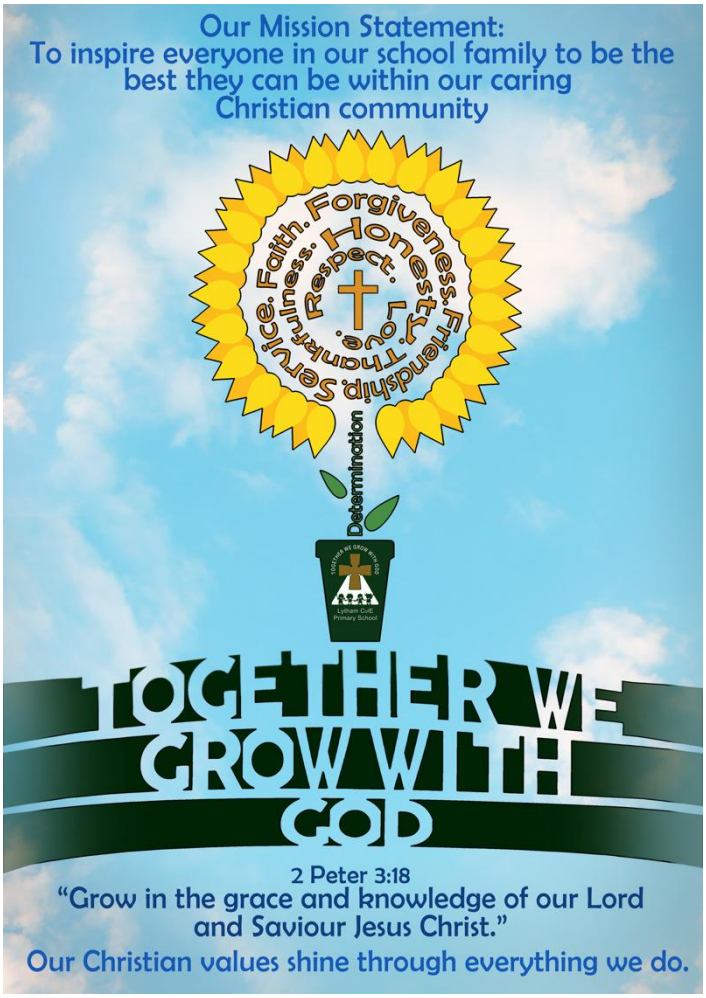
Lytham Church of England Primary School

Modern Foreign Languages Policy



Subject Leader: P. Barras
Linked Governor: Mrs M. Cottier-Brown

Together We Grow with God

Mission Statement

To inspire everyone in our school family to be the best they can be within our caring Christian community

Introduction

This policy reflects the revised expectations for the national curriculum 2014. It outlines the expectations in relation to the teaching and learning of Languages and focuses on the progression of key areas of development and subject specific skills. This policy reflects the views of all the teaching and support staff and was drawn up as a result of staff discussion. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the head teacher, curriculum leader and subject leader on a regular basis. The policy should be read in conjunction with the National Curriculum, Lancashire key learning documents and the scheme of work for Languages which sets out the key areas of learning in specific year groups and the key skills to be developed within the subject.

Introduction to Languages

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. 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.
(National Curriculum 2014)

Subject Aims

The national curriculum for Languages aims to ensure that all pupils:

- Understand and respond to spoken and written languages 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

- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

(National Curriculum 2014)

Curriculum Organisation

The subject leader for Languages has overall responsibility for the development of Languages within the curriculum and will work in line with the head teacher, senior leadership team and curriculum leader to ensure they follow the responsibilities outlined in the **subject leader policy.** In relation to Languages, the organisation of the Languages curriculum is distributed by the curriculum leader and subject leader. It is currently in line with the new curriculum for 2014 and is deeply embedded by the key skills of development guided by Lancashire.

Key Skills to be developed in Languages

At Lytham C of E we follow the legal requirements of the National Curriculum when teaching Languages.

Subject content

Key stage 2: Foreign language

Teaching focuses on enabling pupils to make substantial progress in French and provides appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It aims to enable children to understand and communicate ideas, facts and feelings in speech and writing and is centered on familiar and routine topics

Pupils will be taught how 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 conversation; 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 structure
- 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 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, 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.

Teaching and Learning of Languages

Introducing and learning a foreign language enhances the awareness of different cultures. There is good evidence that an early start to learning a foreign language means deeper and more lasting learning and supports the future language learning needs. In addition, teenage inhibitions can be avoided and the less complex conversations are done at a more appropriate age. At Lytham C E we aim to teach pupils to use a foreign language for real purposes and to encourage them to communicate by means of the spoken and written word within meaningful contexts. Languages allow children to develop an awareness of language processes and purposes (in English as well as in the foreign language) and it contributes to learning about ways of life in other countries in such a way that allows pupils to develop positive attitudes towards other countries and their customs. It also develops a spiritual sense of wonder and awe of the wide world around us and our place within it. The use of the foreign language has to be according to the level of the

teacher's confidence and skills and activities in the foreign language can be introduced to the whole class, a group, pairs or individuals as deemed appropriate by the class teacher. Teachers may find it more practical to present new material to the whole class through story-telling, songs, games, drama, etc. to encourage active use and enjoyment of the language. The main emphasis should be on oral/aural language, supported by reading with repetition in both proving valuable. Some writing is also appropriate in support, especially at the upper stages. Where appropriate and practicable, teachers use the foreign language during the normal school day e.g. register response. Teachers may also choose to relate the foreign language to other areas of the curriculum where there is a natural link. At Lytham we build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

Languages Planning

The core objectives for teaching Languages follows the revised National Curriculum 2014. In order to ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, we plan progression in relation to the Languages Framework, so that the children are increasingly challenged as they move through the school. Teachers also link Language learning into cross-curricular learning through topic-based approaches as and when appropriate.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the Language units of work studied in each specific year group in each term during key 2 and is provided through the use of the scheme 'Kapow' and adapted where necessary by the subject leader based on curriculum objectives and topics within the chosen scheme. Our medium-term plans give details of each unit of work for each term along with key objectives and skills developed. The subject leader keeps and reviews these plans on a regular basis as part of the monitoring cycle. The class teacher devises the individual plan for each Language lesson using their curriculum pack and key skills for development needed to achieve the specific skills required.

Cross Curricular Links

Basic skills (English, Reading and Mathematics)

The teaching of Languages contributes to children's basic skills in English, Reading and Mathematics in a number of ways e.g. speaking and listening skills and knowledge about money.

Christian Values

Here at Lytham C of E we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and develop emotional intelligence. Our school curriculum is underpinned by a set of Christian Values which are delivered over a two-year programme, linking strongly with our PSHE curriculum.

British Values

At Lytham C of E Primary School, we take pride in promoting a range of British Values in line with the 2011 Prevent Strategy of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within Languages British values are explored by teaching the children about individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is demonstrated when children learn about the lives, language, customs and traditions of people from another country. At Lytham C E through the teaching of a foreign language we endeavour to enable pupils to develop their own sense of identity and knowledge, understanding and sensitivity to the needs and contributions of all citizens.

Spiritual, moral, social and cultural development

In our teaching of Languages, Lytham C of E contributes, where possible, to the children's **spiritual** development. Languages can help pupils explore different spiritual beliefs and experiences of people from different countries. Also, Languages provides children with opportunities to learn about other cultures, beliefs and experiences. We also develop respect of faiths, feelings and values. Languages allows children to enjoy learning about oneself, others and the surrounding world. It gives them the ability to use their imagination and creativity and then reflect on their experiences. Languages also help pupils to consider **moral** beliefs through using and respecting school equipment and adopting responsible classroom behaviour. It gives them an opportunity to recognise what is right and wrong, respect the law in relation to school rules. Languages also supports the teaching of **social** issues and allows pupils to appreciate diverse views, participate, volunteer and cooperate, resolve conflict, engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Children who have difficulty reading and writing, but have good aural skills can excel when speaking in a foreign language. This success builds confidence, increases self-esteem and fosters a positive attitude to learning. Languages allow pupils to appreciate **cultural** influences and understand, accept, respect and celebrate diversity. They learn that many societies are multi-lingual and are taught about festivals and customs related to the countries in which the language is spoken.

Technology enhanced learning within the subject

The use of ICT equipment in the delivery of languages is encouraged at Lytham C E. Teachers use a range of primary language websites, teaching programmes, video clips and CDs to enhance the overall learning experience for the children.

Inclusion

At our school we teach Languages to all children, whatever their ability and individual needs. This matches with the school's curriculum policy of providing a broad and balanced education to all children. Through our teaching of Languages, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment for Learning and Assessment Without Levels

Measuring progress and the effectiveness of the taught curriculum is crucial and at the heart of learning and teaching. Assessment for Learning is a crucial part of our day-to-day teaching in Languages through peer and self-assessment, and this is supplemented by on-going assessment against the Lancashire key skills and progression documents. As Lytham C of E is on a journey of choosing an alternative way to assess without levels, children are currently given a best fit against the National Curriculum expectations and the key indicators of performance (KLIPS).

Resources

Lytham C of E acknowledges the need to continually maintain, update and develop its resources. This will make progress towards a consistent and compatible Languages system by investing in resources that will effectively deliver the statutory objectives of the National Curriculum 2014 and support Language learning across the school. The school is developing a languages resource area which is accessible to all teachers. Within this area, there is a range of resources which can be use during the various topic areas taught. These resources include flash cards, picture and word cards, vocabulary lists, posters, key questions and responses, a small selection of dictionaries and books. These items allow languages to be taught using a growing selection of resources aimed at engaging and enhancing children's knowledge and enjoyment for the subject. The resources available on 'Kapow' help to support staff with pronunciation and subject knowledge.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Languages is the responsibility of the Languages subject leader, in conjunction with the curriculum leader and SLT. Refer also to the Subject Leader Policy and Job Description and the school's cycle of monitoring and evaluation.

Communication with parents

Technology is an integral part of communication for parents. All school information, policies, curriculum information and class development is shared with parents online. Lytham C of E has various methods of communicating with parents which allows

parents to follow their child's progress. The progress within this subject area is communicated through the end of year pupil report.

Subject and Staff Development

The role of the Subject Leader in providing CPD for staff is outlined in the Subject Leader Policy.

Equality and Diversity

As a school community, Lytham C of E is committed to promoting equal opportunities for all those involved within the school community, whether staff, students, visitors, contractors or clients. This commitment is to ensure that people's individual qualities are recognised and celebrated; and that people are treated with dignity and respect. Lytham C of E recognises that discrimination, harassment and victimisation may be experienced by some protected characteristics in a number of ways, including day-to-day interaction with colleagues, peers, visitors, pupils and staff. Lytham C of E will ensure that equality of opportunity is promoted by recognising and celebrating diversity, continuing our proactive equality strategies and plans and complying with the requirements of the Equality Act 2010 and its associated duties. This policy applies to all irrespective of:

- age,
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex, and sexual orientation

(Protected characteristics, equality and human rights act 2010)

This policy will be reviewed annually.

Date: Reviewed October 2026

Next review: June 2027