



THE LIMES

PRIMARY ACADEMY

“Growing Learners for Life”

Languages Curriculum Policy

Author:	C Thompson
Date:	Sept 2022
Review Date:	Sept 2023
Ratified by:	<i>C oG</i> Date: Autumn 1 2022
On behalf of:	Local Governing Body



Statement of intent

The Limes Primary Academy understands that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

As part of the requirement to teach KS2 pupils a language, children at our school will be taught French. We believe our languages curriculum opens pupils up to a variety of cultures and helps to foster pupils' curiosity and deepen their understanding of the world.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Education Act 2002
 - Equality Act 2010
 - DfE (2013) 'Languages programmes of study: key stage 2'
- 1.2. This policy operates in conjunction with the following school policies:
 - Home Learning Policy
 - Feedback and Response Policy
 - Behaviour for Learning Policy
 - Equal Opportunities Policy
 - REAch2 Assessment Framework
 - Teaching and Learning Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - English as an Additional Language (EAL) Policy

2. Aims

- 2.1. By the time pupils leave the school, they will be able to:
 - Understand and respond to spoken and written language 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.
 - Write at varying length, for different purposes and audiences, using a variety of grammatical structures that they have learnt.
 - Discover and develop an appreciation of a range of writing in the language studied.

3. Roles and responsibilities

- 3.1. The headteacher is responsible for:
 - Holding the Lead Linguist to account for pupils' attainment in languages.
 - Assisting the Lead Linguist in reviewing and updating this policy annually.
 - Supporting the Lead Linguist in identifying CPD opportunities for themselves and classroom teachers.
 - Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

3.2. The Language Lead, known as the Lead Linguist is responsible for:

- Holding classroom teachers to account for pupils' attainment in languages.
- Carrying out lesson observations to ensure the school's expectations and aims are being adhered to.
- Liaising with subject leaders from local secondary schools to ensure pupils' transitions are successful in accordance with the Primary Transition Policy.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Teaching lessons and providing cover for absent classroom teachers where necessary.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.
- Working with the SENDCO and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

3.3. Classroom teachers are responsible for:

- Working with the Lead Linguist to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in end of year reports.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the Lead Linguist to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

4. The curriculum

4.1. Pupils in KS2 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 conjunction 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.

5. Cross-curricular links

- 5.1. Wherever possible, the languages curriculum will be used to provide opportunities to establish links with other curriculum areas.

History

- 5.2. The history curriculum looks at global events and how these have affected modern life.

PSHE

- 5.3. In PSHE, pupils will be taught about different cultures to expand their knowledge of the world and the people within it.

RE

- 5.4. While studying RE, pupils will be taught about the religions followed in different countries and how religious practices vary in other cultures.

6. Assessment

- 6.1. Assessment in languages will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

- 6.2. The lead linguist will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

7. Differentiation

- 7.1. The school recognises the fact that in all history classes there are pupils of a variety of attainment levels, and we seek to provide suitable learning opportunities for all pupils by scaffolding for those children who need it and providing challenge through providing opportunities for deepening knowledge and understanding.

8. Monitoring and review

- 8.1. The lead linguist will monitor the history curriculum delivery at least once a term, to review and evaluate the languages work within the school.
- 8.2. This policy will be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.
- 8.3. The next scheduled review date of this policy is March 2022.