

Danbury Park Community Primary School



Languages Policy

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Be wise, be happy, belong



Danbury Park Community Primary School

Languages Policy

1. Introduction

- 1.1. Languages is a statutory foundation subject in the National Curriculum at Key Stage 2. At Danbury Park Community Primary School this subject is taught to all pupils including those in the Early Years Foundation Stage and Key Stage 1.
- 1.2. This policy outlines the purpose, nature and management of the languages taught at Danbury Park Community Primary School.
- 1.3. French is the primary modern foreign language taught throughout the school.

2. Purpose of Study

- 2.1. At Danbury Park Community Primary School, we believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures, and that languages education should foster pupils' curiosity and deepen their understanding of the world.
- 2.2. We also believe that the skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture.
- 2.3. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

3. Aims

- 3.1. The National Curriculum for languages and the curriculum at Danbury Park Community Primary School aim to ensure that all pupils:
 - 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;
 - 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.



4. Entitlement

- 4.1. All children matter and are given every opportunity to achieve their best. We achieve this by planning activities which will meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.
- 4.2. All activities are planned and differentiated in such a way as to encourage full and active participation by all pupils.

5. Teaching and Learning

- 5.1. At Danbury Park Community Primary School French is taught by a specialist teacher throughout the school.
- 5.2. In the Early Years Foundation Stage and Key Stage 1 French is learnt through songs, rhymes and language games so that pupils can associate a language with enjoyment and self-confidence.
- 5.3. Pupils are taught how to:
 - ask and answer questions;
 - use correct pronunciation and grammar;
 - memorise words;
 - interpret meaning;
 - understand basic grammar;
 - use dictionaries;
 - work in pairs and groups and communicate in French;
 - study life in another culture.
- 5.4. In Key Stage 2 the foundations laid in Key Stage 1 are built upon so that pupils are enabled to make substantial progress in one language with an emphasis on practical communication.
- 5.5. Our teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
- 5.6. Pupils are 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, including feminine and masculine 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.

6. Assessment, Recording and Reporting

6.1. Assessment has two main purposes:

- assessment of learning (summative assessment);
- assessment for learning (formative assessment).

6.2. At Danbury Park Community Primary School we recognise that assessment for learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment for learning depends crucially on using the information gained.

6.3. The assessment procedures within our school encompass:

- making ongoing assessments and responding appropriately to pupils during day-to-day teaching. These immediate responses are mainly verbal and may not be recorded;
- using knowledge of pupils drawn from ongoing pupil tracking records and from their prior learning to guide our planning and teaching;
- adjusting planning and teaching within units of work in response to pupils' performance;
- use of questions to check learning against objectives at the end of each unit of work. If necessary future planning is adapted in response to assessment outcomes;

6.4. Reports to parents include statements about the pupils' achievements in French throughout the year.

7. Health and Safety

7.1. Safety hazards are taken into account during the planning and delivery of every lesson. Pupils are made aware of any potential hazards at the beginning of any work.

8. Resources

8.1. Pupils have the opportunity to use a variety of resources, including dictionaries, which have been chosen to enrich subject knowledge and to develop enquiry skills. Resources include those held in school and those sourced from outside.



9. Monitoring, Evaluating and Reviewing

- 9.1. Monitoring the standards of pupils' work and of the quality of teaching in languages is the responsibility of the subject leader working with the specialist teacher and the senior leadership team. The work of the subject leader also involves keeping informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- 9.2. The languages subject leader and specialist teacher meet with the Headteacher in order to discuss an annual summary in which they evaluate strengths and weaknesses in the subject and to prepare an action plan, if required, for areas of further improvement.
- 9.3. The headteacher allocates management time to the languages subject leader so that they can review samples of children's work, of teachers' planning, undertake lesson observations of French teaching across the school and talk to pupils about their learning.