

**Clifton with Rawcliffe Primary School
Foreign Languages (FL) Policy**



Date of policy: April 2021
Date of review: April 2022
Person Responsible: R Peña

Description of school/background information in provision of foreign languages

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. All pupils take part in curriculum based foreign language activities and experience a wide range of skills and techniques.

Roles and responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's foreign languages policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the Governing Body, parents, other staff members, Pathfinder MAT, Local Authority (LA) and relevant outside agencies.

Parents and guardians

Parents and guardians are encouraged to support the provision of foreign languages within the school programme and have access to this policy. The school plays its part in ensuring that parents and guardians are kept up to date with the FL activities that go on in school by regularly posting children's work on the school website, sending information via the school newsletter and letters sent home with pupils.

Pupils

All pupils have an entitlement to a foreign language at Key Stage 2. We teach Spanish from Year 1 in a cross curricular way.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in Foreign Languages activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the foreign language Subject Leader will also ensure regular in-school training through lesson support where needed and whole School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the foreign language provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

The school actively supports FL throughout the school day.

The main objectives of our FL Policy are to provide quality foreign language opportunities both within and outside of curriculum time which aim:

- to foster an interest in learning other languages,
- to introduce young children to Spanish in a way that is enjoyable and fun,
- to make young children aware that language has structure, and that the structure differs from one language to another, but that links can be made between the two,
- to help children develop their awareness of cultural differences in other countries,
- to develop their speaking and listening skills,
- to lay the foundations for future study.

Teaching programme and strategies

Spanish is the foreign language that we teach in our school.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in a foreign language.

The teaching of Foreign Languages offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

We base the teaching on the guidance material in the National Curriculum for foreign languages.

Teaching of a foreign language has considerable potential to contribute to much wider areas of learning. It is considered important that Foreign Languages is integrated into different subject areas for the development of skills.

Curriculum Planning

This is organised in three stages:

Long term planning

This is based on the National Curriculum for Foreign Languages, which details what is to be taught over the Key Stages and provides the topic basis for planning foreign language activities. This has been developed into a Progression Framework which underpins all planning and summarises the skills and knowledge to be taught in each year group. Long term planning is undertaken by the Foreign Languages Subject Leader. It is monitored regularly and evaluated annually.

Medium term planning

This takes the long term plan and organises the teaching of foreign languages into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short term planning

Short term planning details the activities that take place in each lesson of a unit. Lessons are planned in detail and specific class objectives are set, in

accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of Foreign Languages to ensure parity in provision and to share expertise.

Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when participating in foreign language activities.

Monitoring and assessment

The foreign languages curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

They identify the training needs of the staff and plan the training programmes. They also attend training for Foreign Languages Subject Leaders run by the local authority and other providers.

We assess children's work in foreign languages using objectives from the National Curriculum. These are recorded in an appropriate way by class teachers.

More important to the school, however, are the formative assessments, which are continuous and ongoing, and identify the needs of the individual pupils. These form part of the Foreign Languages activities and are used to determine the pupils' future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in foreign languages is the responsibility of the SLT and the Foreign Languages Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of Foreign Languages, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional educational needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation March 2021

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leader and relevant staff members.

Next review date: April 2022