

Primary Languages Policy



For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

<u>Date of policy/review</u>	<u>Author</u>	<u>Approved by</u>	<u>Signature</u>	<u>Date for review</u>
March 2023	C Preter	Mr Chuard	See Paper Copy	Sept 2025

Mission Statement of Nutgrove Methodist Primary School

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

Safeguarding Statement

At Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Child Protection and Safeguarding Policy apply to all staff, volunteers and governors.

‘If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.’
Nelson Mandela

Introduction

Here at Nutgrove Methodist Primary School we provide a Primary Languages curriculum that promotes pupils’ interest in learning other languages.

Intent

At Nutgrove Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as ‘well rounded and responsible’ individuals.

The school motto *‘My Best, Always, Everywhere’* is interwoven within our curriculum intent and design. We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

Culture – helping children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

Global Citizenship – Everyone no matter where they live are part of a global community.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits.

At Nutgrove Methodist Primary School we believe that the learning of a primary language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the language and English. Learning another language raises awareness of our multilingual and multicultural world and introduces an international dimension to pupils’ learning, giving them an insight into their own culture and to the culture of others. The learning of another language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

At Nutgrove Methodist Primary School the aim is 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 and the world around them
- 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, listening and responding, reading and responding and writing skills
- extend language teaching beyond mother-tongue learning
- make substantial progress in one language with an appropriate balance of spoken and written language
- lay the foundations for further language teaching at Key Stage 3 and beyond

Implementation - Curriculum Design

At Nutgrove we follow a bespoke sequence of learning to meet the needs of all pupils in Primary Languages.

The children are taught how to:

- ask and answer questions
- use correct pronunciation through the teaching of phonics
- memorise words
- interpret meaning
- understand basic grammar
- develop their knowledge about language and language learning strategies
- use dual-language dictionaries
- work in pairs and groups and communicate in French
- look at life in other cultures

French is the main language studied to ensure depth so that pupils can attain a proficiency in one language. Other languages such as Spanish and Chinese are introduced to complement themed days, to allow comparisons to be drawn between languages and to raise awareness of other languages and cultures

e.g. Celebration of European Day of Languages

Impact

- Nurtures curiosity about language, encouraging the children to become word detectives so that they ask questions about language and origins of words
- Understanding inclusive, innovative and effective learning by providing many opportunities for role play and learning through other subjects so that pupils develop social skills and ensuring inclusion for all
- Time to develop aspirations and enjoyment of learning
- Gain knowledge and skills to gain a level of proficiency in French as the main language studied
- Resilience and perseverance so that pupils have the strength to persevere
- Opportunities to build on vocabulary and for deeper learning
- Values - Learning another language develops curiosity, creates a greater understanding of our world, other people and cultures, raises aspirations whilst promoting our Christian, British and family values
- Everybody's health and well-being, opportunities for group work to foster positive relationships, opportunities to teach through other areas of the curriculum, e.g., RE, singing, SPAG, drama, IT, art, PE; thus ensuring that all children have the opportunity to study a language with confidence whatever their preferred learning style and allowing the opportunity for children to develop their skills in these other areas.

Organisation

French is taught to all children in Foundation Stage, Key Stage 1 and Key Stage 2. The children receive a weekly session.

Work can be reinforced through various suggested activities.

(Please see appendix at end.)

The curriculum

The curriculum is based on the Department for Education Languages programmes of study: key stage 2 September 2014 and the Framework for Languages 2005.

Teaching and learning styles

The teaching is based on the guidance material in the Department for Education Languages programmes of study: key stage 2 September 2014 and supplementary material collected as a result of in-service training and development work within the local network of schools linked to Primary Languages Network. A variety of techniques are used to encourage the children to have an active engagement with the Primary Language, including games, role play and action songs. Puppets and soft toys are used to demonstrate and present the foreign language. Mime is also used to present new vocabulary, as this serves to demonstrate French without the need for translation.

In Foundation Stage activities for continuous provision are provided alongside teacher led activities. Listening, responding and speaking skills are emphasised in KS1 and then speaking, listening, reading and writing skills in KS2. A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory. Lessons are made as enjoyable as possible so that the children develop a positive attitude to the learning of languages. Children's confidence is built through praise for any contribution they make, however tentative.

Assessment

Children's progress is assessed continually during lessons with feedback given verbally and through marking. Pupil self-assessment and peer-assessment are actively encouraged. The children are given opportunities to reflect on their own learning and given time to look at strengths and areas for improvement in their progress and that of others. They review their progress against the Key Grammar and Language Structures document for their year group.

Assessment tasks are set periodically. Progress is evaluated against the four areas:

- Listening
- Speaking
- Reading
- Writing

This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of year statements for all year groups in Key Stage 1 and 2. The end of year statement tracking spreadsheets are updated each term.

Progress in lessons, self-assessment (pupil voice) and regular assessment tasks inform the completion of the end of year statement tracking spreadsheets. This system ensures that assessment informs planning, with objectives requiring further consolidation, being quickly identified, with opportunities for coverage, planned for.

Monitoring and review

The Primary Languages co-ordinator provides the headteacher with a report on progress. Progress towards and achievement of these statements is also used to inform end of year reporting on primary languages to parents

Resources

The following is a list of example resources:

- Scheme of work developed by C Preter
- (all documentation on server)
- Primary Languages Network VLE
- Knowledge Organisers
- Collection of soft toys and puppets
- Large collection of posters, CD's, DVD's, story, poetry and non-fiction books
- Big storybooks on Smartboard
- Games
- Microphones
- Talk cards
- Calendars
- Dressing up outfits
- Bilingual dictionaries and picture dictionaries