

1. Intent

At J.H Godwin primary school, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills, including key skills in speaking, listening, reading and writing. The children's knowledge of how language works will be developed and extended. Lessons will enable pupils to make substantial progress in one language. The linguistic skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

2. Legislation and guidance

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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- *Maintained schools only*: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. This provides all the materials, resources and support sound files and activities to enable the school to ensure progression in language learning across the four core skills and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff and the visiting specialist teacher when required.

4. Implementation

All children in KS2 learn Spanish. In KS2 children are taught by a teacher directly for 30 minutes per week and school aims to follow up activities when appropriate outside of the language lesson. The KS2 classes have been Spanish language learners from September 2015. The school is a one form entry school with 196 pupils. The first language of the majority of pupils in the school is English. There are also a number of pupils who have Polish and Hungarian as their first language.

J.H Godwin primary school follows the Primary Languages Network scheme of work. It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. Alongside the planning provided, the network also enriches this through accompanying power points, pod casts (spoken by native speakers) links to authentic literature, songs, games, culture points of reference, links to appropriate websites. To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. IMPACT

Currently Spanish is assessed informally across the four language skills during each half term in our KS2 classes and the progress made in these throughout KS2 is documented. The lead teacher discusses language learning with the class teachers and monitors planning, and spoken and written evidence of progress in learning. The school is working toward effective progress across the four years of KS2. The lead teacher can access training in monitoring via the PLN VLE, consultation time, email discussion and at coordinator CPD. The lead teacher /MFL coordinator attends, (as part of the Primary Languages Network) coordinators' CPD and the annual PLN conference. The MFL coordinator is a member of the network email group and can access the PLN Twitter account, the PLN website (<https://primarylanguages.network/>), network blog sites and the PLN VLE blog to obtain current and up to date information. All staff have access to the PLN VLE, all its materials, and lesson by lesson planning. The PLN VLE school user files can be used to share information between staff and the visiting teacher.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives