

Our Lady Star of the Sea Catholic Primary School

Foreign Language Policy

Mission Statements

"You are precious in my eyes"-Isaiah 43

- *Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in partnership between home, school, parish and community.*
- *Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels.*

CURRICULUM INTENT

We know that learning a foreign language fosters curiosity and deepens children's understanding of the world. It liberates us from insularity and provides an opening to other cultures. Children grow to appreciate cultural diversity, according dignity and respect to other people's values and beliefs. In developing their ability to communicate in another language it provides new ways of thinking. Pupils are able to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Language skills are also vital in improving understanding between people here and in the wider world, - supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture in turn.

We have a very long tradition here at Our Lady's we have taught French for over 20 years. This continues and we aim to:

- foster an interest and enjoyment in learning another language at a very young age;
- Stimulate the children's enjoyment through interactive and engaging lessons;
- make young children aware that language has structure, and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for further and future study.

IMPLEMENTATION:

How a foreign language is taught structured/planned through the school

We currently teach French to all children in KS2. The lessons are delivered by the class teacher with the support of “Kapow” an interactive program with 5 different French speaking teachers. Working as a team the teacher and TA learn along side the children opportunities for consolidation or sought throughout the following weeks. Further to this we aim to teach FL in ways that are imaginative, purposeful, well managed and enjoyable. Links between the target language and other subjects are a feature of practice throughout the school. Ensuring progression across a scheme of work is essential and here at Our Lady’s we have based our curriculum around a KAL (knowledge about Language) structure. The key skills are:

- Oracy (Speaking and listening skills)
- Literacy (Reading and Writing Skill)
- Knowledge About Language (Grammar)
- Language Learning Strategies
- Intercultural Understanding

Here is a brief overview to show how these key skills are developed and built on as the children progress through school:

	Oracy (Speaking and listening skills)	Literacy (Reading and Writing Skill)	Knowledge About Language (Grammar)	Language Learning Strategies	Intercultural Understanding
Year 3	Perform simple communicative tasks using single words, phrases & short sentences.	Experiment with the writing of simple words.	Recognise question forms & negatives. Hear main word classes Identify specific sounds, phonemes & words.	Use gestures to show they understand. Use the context of what they see/read to determine some of the meaning.	Identify social conventions at home & in other cultures.

	Oracy (Speaking and listening skills)	Literacy (Reading and Writing Skill)	Knowledge About Language (Grammar)	Language Learning Strategies	Intercultural Understanding
Year 4	Ask & answer questions on several topics.	Write simple words and phrases using a model & some words from memory.	Use question forms. Recognise & apply simple agreements, singular & plural. Apply phonic knowledge of the language to support reading & writing.	Ask for repetition and clarification. Use context and previous knowledge to determine meaning & pronunciation.	Know about some aspects of everyday life & compare them to their own.

	Oracy	Literacy	Intercultural Understanding	Knowledge About Language	Language Learning Strategies
Year 5	Prepare & practise a simple conversation, reusing familiar vocabulary & structures in new contexts.	Write words, phrases & short sentences, using a reference.	Look at further aspects of their everyday lives from the perspective of someone from another country.	Understand & use negatives. Apply knowledge of rules when building sentences. Develop accuracy in pronunciation & intonation.	Look & listen for visual & aural clues. Use context & previous knowledge to help understanding.

	Oracy	Literacy	Intercultural Understanding	Knowledge About Language	Language Learning Strategies
Year 6	Use spoken language confidently to initiate & sustain conversations & to tell stories.	Write sentences on a range of topics using a model.	Compare attitudes towards aspects of everyday life.	Devise questions for authentic use. Recognise the importance & significance of intonation. Notice and match agreements.	Listen for clues to meaning e.g. tone of voice, key words. Use context & previous knowledge to help understanding & reading skills.

Further resources for French are held on the school server. Please see the detailed curriculum overview for this subject on the school website (Learn/Modern Foreign Language) that accompanies this policy to see how cross curricular links are made.

Assessment for learning (AFL)

AFL is at the heart of learning and teaching throughout Our Lady's. Teachers skilfully ask open questions and challenge children to quantify answers and to give examples. Children are encouraged to be open and share observations and understanding with their learning partners and with the class. The children's responses are used to inform future planning. Oral feedback and further questioning is a feature of all lessons. Each term the teacher makes a judgement in line with the national expectations.

Books

Foreign language focused tasks can be found in the children's "French" books—A4 +.

Marking and Feedback

Marking in French (FL) is positive and responsive in nature. Teachers will ask children to self evaluate work, peer mark and respond to any comments made by the teacher with their "purple pens of progress" .

Special educational needs

Within French (FL) lessons teachers will ensure that all children receive equal opportunities.

IEP targets may indicate the need to change or modify a task. When children show deep curiosity and take their own learning forward, challenges are set, but these are not exclusive and all children are challenged to think deeper. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.

Moderation

Moderation is a crucial part of teacher assessment. A child is judged on the work in their French (FL) books and any recordings taken. The French teacher and the class teacher work closely together to evaluate the children's responses and what can be changed to improve outcomes.

Information Communication Technology (ICT) within the Foreign Language Curriculum

ICT is a valuable tool used by teachers to enhance learning. All classrooms have CTouch Screens with internet access enabling teachers to use visual/audio stimuli materials. Various programs (Purple Mash) and the internet, are used by the children to develop skills and understanding.

Communication of Information

Within the LEARN section of the school website the school's curriculum for Foreign Languages is explained. Here parents can access the policy and key learning which will be covered during their child's journey through school. In addition, weekly website blogs inform parents of the learning taking place. They also provide an audience as they include short films celebrating oracy work.

Reporting

A verbal report is given to parents at Parents' Evening in the autumn and spring terms.

Foreign Language is a foundation subject and only the child's level of attainment is recorded on the annual report. If a child has a particular interest and passion for the subject this will be mentioned in the personal and social section of the report.

THE GOVERNING BODY

The governors are reported to on an annual basis.

IMPACT

We know our Foreign Language teaching and curriculum is successful if children are engaged with learning and are developing an appropriate balance of spoken and written language which lays the foundations for future work at Key Stage 3. This should enable children to communicate ideas and develop an appreciation of the diversity and interdependence of cultures.

Evaluation and Review

This policy was written in consultation with staff and has been approved by governors during Summer 2022. It is available for parents to read on the school website in the LEARN area. As a school we always welcome feedback and if changes are required before the next review date, consultation will take place.

It is the intention to review and evaluate this document every two years in line with the whole school policy and the school development plan (Summer 2024).