

Milton Primary Academy

Languages Policy



Academy Policy Adopted	Review Frequency	Next Review Date
July 2021	Every 2 years	July 2023

Subject Vision:

At Milton Primary Academy, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including the key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Principles of Outstanding Languages:

These are the 'Principles of Outstanding Languages' at Milton Primary Academy. They were devised and agreed by the children and staff in January 2020, informed by the way we feel that Languages should be taught across the Academy.

Principle 1: Children are **excited and enthusiastic** about languages, as they are taught to **know more and remember more**.

Principle 2: Lessons are **carefully planned and delivered**, so that new material is delivered in a way that is **clear, interesting and useful**.

Principle 3: Instruction is focused on the learning intention and **pedagogical tools** do not detract from **the knowledge that needs to be remembered**.

Principle 4: Through spaced-retrieval, previously taught content is revisited to ensure that **new content** can be understood and is retained in the **long-term memory**.

Principle 5: **Formative assessment** is regularly used to check that children retain **knowledge** and that they can retrieve previously taught content from their long-term memory.

Principle 6: Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

Languages Curriculum:

At Milton Primary Academy, we aim to provide a languages curriculum that is creative, inclusive, challenging and inspired by the real-world. It inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates curiosity and supports high-quality learning, allowing each and every learner to fulfil their potential. The area of study (French) is set out in the National Curriculum 2014.

Key Stage 2:

The Primary National Curriculum for Languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic source.
- 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.

With this in mind, our programme of study for languages clearly sets out what will be taught and learnt at each point in the year for all year groups, including a range of significant people and linguists from other cultures.

Special Educational Needs

Through the equal opportunities policy, pupils with special educational needs will be included in all language lessons. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same Language curriculum as their peers.

Assessment

Formative Assessment (AFL): Teachers will use consistent formative assessment throughout lessons to assess the children's knowledge and application of new language. A number of recall games and activities (low stake quizzes) allow teachers to check that pupils are retaining the new words and phrases that they are taught. Songs and other games will then give the children the chance to rehearse the language and apply it during conversations and other familiar or unfamiliar scenarios. During these activities, teachers can listen to the children's pronunciation of the language and offer support and scaffolds when necessary. After the oral games and activities, the children can then apply their learning to written activities. These structured tasks enable teachers to identify knowledge gaps or misconceptions, and this then informs future planning and teaching.

Enrichment

Enrichment activities are carefully planned to enhance curriculum languages, giving pupils the opportunity to broaden their experience. There is a healthy tradition in the academy for extracurricular activities, which are led by staff or outside agencies. Written parental permission must be given for a child to participate in after-school clubs and a register for attendance will be always be taken.

Monitoring

Languages is monitored in a number of different ways. All subject leaders at Milton Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how each subject is taught is a valuable way of understanding their likes and dislikes and ways to improve the languages curriculum.

Lesson observations and book looks play another important role in providing valuable feedback about the quality of teaching and learning happening across the academy. This provides an opportunity for the Languages leader to evaluate the quality of education in a given subject area and identify priority areas for development, which subsequently inform subsequent investment in CPD.