

English Martyrs' Catholic Primary School



Foreign Languages Policy

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Many languages are spoken at English Martyrs' Catholic Primary School, reflecting our diverse and unique nature. we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils in our care. 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 foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular learning and for the reinforcement of knowledge, skills and understanding developed in other subjects.

The National Curriculum 2014 states that:

'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.'

At English Martyrs' Catholic Primary School, our chosen language that we teach is Mandarin. This is taught by Chinese Nationals through the UCLan Confucius Institute with whom we have excellent links. We believe that by Team Teaching with native speakers of a language is of great benefit for our children and that we are giving them a unique opportunity in providing Mandarin tuition.

Intent

Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish both academically, emotionally, spiritually and creatively, regardless of their faith, creed or race; meeting every child's potential and their needs. At English Martyrs' this includes meeting the needs of a very mixed community representing a broad range of faiths, ethnicities, creeds and socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our intent is for learning without barriers so that all children can succeed.

Our Intent is to meet these needs by...

- ...providing exciting opportunities for children to explore other Languages other than English.
- ...provide the cultural capital needed so that children are well placed for future positive outcomes.
- ...providing all children with the opportunities to develop and use reading and writing to develop and consolidate knowledge and understanding of foreign languages.
- ...use the expertise and fluency of speakers of foreign languages, be it their mother tongue or as an additional language in which they are fluent.
- ...giving opportunities to use their knowledge, understanding and skill in a foreign language with confidence and developing expertise.

- ...providing exciting and enticing methods to explore foreign languages, including the use of Digital Technologies, so that it engages learners at all stages and phases.
- ...providing bespoke, exciting and engaging activities, projects and experiences for children to explore and ask questions.
- ...providing challenge for all so that all children have the opportunity to reach their potential.
- ...providing opportunities to share knowledge, skill and understanding of basic with others.
- ...using the local community members to develop language fluency, proficiency, knowledge and understanding.
- ...providing a variety of mediums to explore and use in order to enhance learning and understanding.
- ...providing tailored support for children at all standards in development so that they can thrive.

Implementation

At English Martyrs' these intentions will be Implemented by:

Teaching and learning style

At English Martyrs' the teachers use a variety of methods of teaching to help children learn. This applies especially in Foreign Languages.

We recognise that language learning in its broadest sense has 3 core strands:

- Learning to communicate (with the emphasis on oracy, i.e. speaking, listening and interacting).
- Learning about language (using literacy i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language).
- Learning about and comparing different cultures (developing inter-cultural understanding).
- We base teaching on the 2014 National Curriculum programme of study for Foreign Languages for Key Stage Two. We have adapted this to include Foundation Stage and Key Stage One children, as we believe that the early acquisition of another language.
- We use a variety of techniques to encourage the children to engage actively in learning a foreign language: these include games, role-play and action songs and rhymes. We often use puppets and soft toys to demonstrate the language with the younger children and we invite native speakers into the classroom or listen to recordings, in order to expose the children to more than one voice in the foreign language. We use mime to accompany new vocabulary in the foreign language, as this teaches the language, as this teaches the language without the need for translation. We emphasise speaking and listening skills in the Foundation Stage and Key Stage One, continuing these in Key Stage Two, with the addition of reading then writing skills by the end of Year Six.
- We use a multi-sensory and kinaesthetic approach to teaching i.e. we try to introduce a physical element into some of the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make however tentative.

We allow for differentiation through:

- peer support – using mixed ability pairings when appropriate.
- setting common tasks which are open ended and can have a variety of outcomes – therefore differentiating through outcome.
- providing resources of different complexities – matched to pupil ability – therefore differentiating through support.

Organisation

We teach MFL to children across the school, from Foundation Stage to Year Six. As MFL is a statutory requirement in Key Stage Two, We have a Spanish Assistant from the Local Authority who delivers weekly 30 minute lessons to all Key Stage Two classes. The Spanish Assistant also delivers weekly 30 minute lessons in Year Two, preparing them for the compulsory lessons from Year Three. Teachers in these year groups are also expected to deliver informal follow up activities each week, based on the content of that week's session.

Staff Development

- The Humanities Curriculum Team will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the Humanities Curriculum Team.

Impact

The Humanities Curriculum Team will measure Impact of the implementations of the provision for EAL in collaboration with class teachers and SLT through:

Assessment for learning

At English Martyrs' we use the National Curriculum descriptors and guidance to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures.

The statutory arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

In the Mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.

For the written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the Mathematics tests at Key Stage 2, we provide a verbal translation for the children who have limited English.

Teaching support staff help EAL children during the Key Stage 1 and Key Stage 2 assessment periods.

Record Keeping, Assessment and Reporting

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils and levels of achievement of the work.

Formative assessment is used to guide the progress of individual pupils in all areas of the curriculum. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities.

Children's progress in the whole curriculum is reported to parents through the pupil annual report and termly consultation meetings in the Autumn and Spring terms.

Monitoring

Teaching and Learning, progress and data analysis for EAL is monitored by the Humanities Curriculum Team. Evidence of work is monitored from each year group. Planning will also be moderated to ensure that skills are being taught in a progressive way and individual needs are met throughout the school. EAL provision is also a focus during observations and Learning Walks for SLT.

Curriculum Team responsible: Humanities Team

Policy written: October 2019

Policy agreed by Governors: November 2019

Review Date October 2021 or sooner in light of new initiatives and developments