



Wansdyke School

Languages Policy

Date agreed: March 2021
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National Curriculum Aims

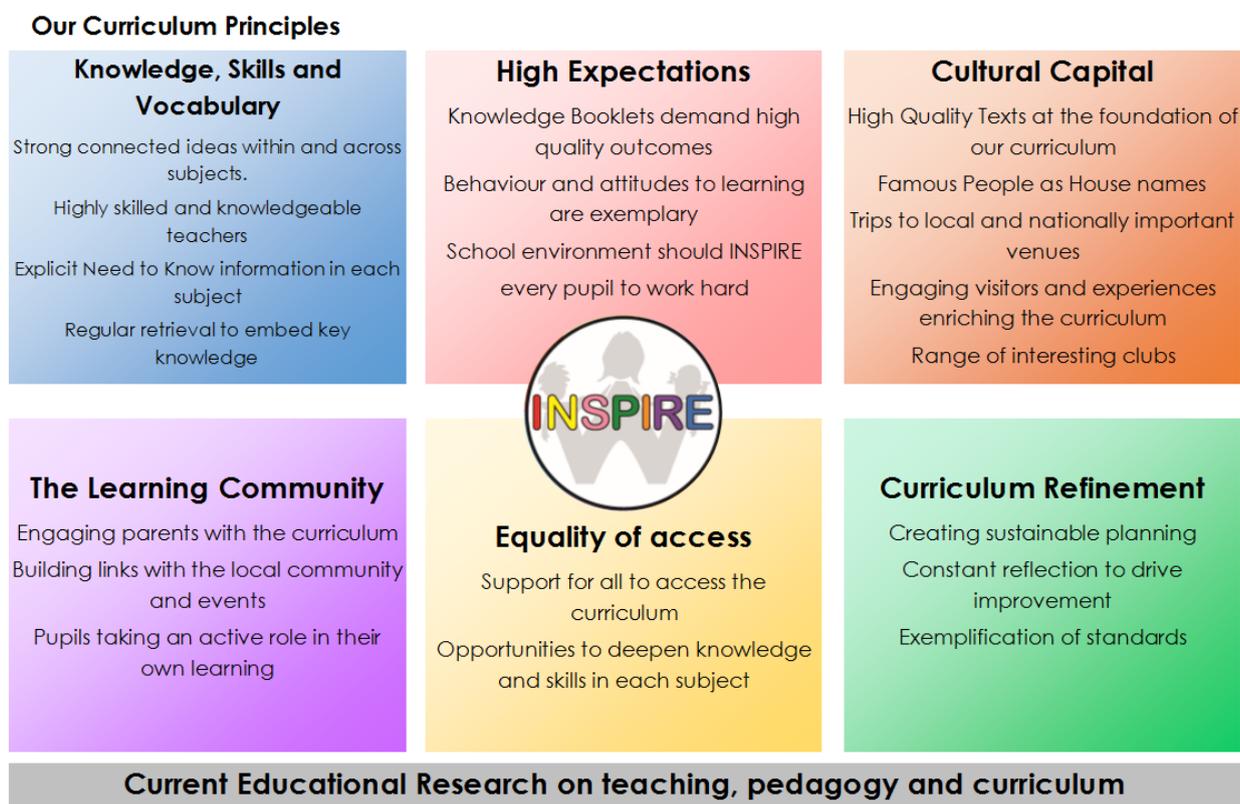
At Wansdyke, we believe that a high-quality languages education should foster children's curiosity and deepen their understanding of the world. It is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. Language teaching should enable children to express their ideas and thoughts in another language, (French), and respond to its speakers, both in speech and in writing. Opportunities will be given for children to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching of French will also provide the foundation for learning further languages, equipping children to study and work in other countries.

1. Intent:

The school uses the 2014 National Curriculum and EYFS Curriculum for directing the teaching of Languages. We intend to deliver a languages curriculum, based around the Southend Scheme of Work for the teaching of French, which fosters children's curiosity and deepens their understanding of the world. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

It is intended that when children leave Wansdyke School, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Our Languages curriculum is built upon the following principles:



Knowledge, Vocabulary and Skills:

Languages knowledge is carefully planned out across the curriculum, ensuring that children cover the relevant learning in this subject during their journey through the school. Knowledge is built upon and revisited to ensure it is retained. Within this, vocabulary within each unit of work is specified and children are expected to learn and use within the topic and be able to recall this at a later point. Within each booklet, we set out the 'Need to Know' knowledge we expect all children to learn.

Links across Languages topics are made explicit for the children so they can begin to compare and contrast different aspects of the grammar and structure of French. This will help them develop a well-connected schema of vocabulary, which will improve their ability to retrieve the knowledge they have learned.

French skills progress through Key Stage 2 and are addressed within the Booklets we have created.

High Expectations

The knowledge, vocabulary and skills of each unit are exemplified within our knowledge organisers and knowledge booklets which showcase the high outcomes we expect from our pupils. These incorporate key language skills and ideas which are repeated throughout a Lower and Upper Key Stage 2. Each Languages booklet also incorporates regular opportunities for reading and writing for a purpose. There is an expectation that the quality of these pieces to be of equal standard to that of their English lessons in terms of handwriting and presentation.

Cultural Capital

To inspire a love of languages and bring this abstract subject to life, we make use of recordings of native speakers to inspire the children and ensure there is equality in their experiences. Links with a French primary school are also being developed.

Learning Community

Parents of children in Key Stage 2 receive information about the topics their children will cover in French across each term. As part of the local cluster group of schools, we develop a languages day each year where children can try and communicate in, different European languages. The school also celebrates the European Day of languages, through planning and developing different cultural, geographical and language based activities. We make use of local experts in our parents and community to help enrich the children's experiences of different languages and cultures.

Equality of Access

It is our aim that all children can access the Languages curriculum for each year group. We plan with high expectations for outcomes in Languages and support the teachers with resources to deliver the content. This means they can spend more time in providing scaffolds to enable each child to achieve in each lesson. This includes carefully planned lesson delivery in small steps and adapting activities in the booklets for pupils. All pupils will have the opportunity to deepen their thinking through 'Diving Deeper' questions and activities within each booklet.

Curriculum Refinement

It is our hope that every year, we can build on the successful teaching of the Languages curriculum from the previous year. We will critically evaluate the quality of our Languages curriculum delivery in terms of what children have remembered and understood, as well as the quality of their work. This includes deciding which resources and activities have led to high quality outcomes for our pupils, and what explicit connections could we make within and between subjects. Each year the planning and outcomes will be reviewed by our subject leaders alongside class teachers with the aim to improve the quality year on year. The quality of Languages planning and resources means teachers can spend their time developing their subject knowledge and on the quality of their lesson delivery.

A selection of work completed by pupils will be exemplified to support the assessment of pupils and to strive for equal or better outcomes in the future.

Current Educational Research

Our understanding of how children learn has developed over recent years. Within our curriculum, we are placing much more emphasis on:

- Carefully considering the order in which content is structured and delivered. Being mindful of children’s prior knowledge.
- Respecting the limitations of working memory by delivering learning in small manageable pieces
- Drawing and maintain children’s attention to the important aspects of ideas and principles.
- Ensuring children are thinking as deeply as possible throughout the lesson.
- Linking ideas together and revisiting learning through regular retrieval practice.

2. Implementation:

The school will implement a clear and comprehensive progression of skills as outlined in the National Curriculum. Children will access key knowledge, language and meanings in order to understand and readily apply to their work in Languages and across the wider curriculum. Where applicable links to Languages will be made to develop effective learning experiences. Languages are taught bi-weekly which enables children develop and maintain vocabulary. Skills and prior knowledge are built upon and revisited throughout Key Stage 2 and this enables children to develop a mastery approach to Languages.

	Term 1/2	Term 3/4	Term 5/6
EYFS/ KS1	Whilst there is no National Curriculum requirement for the teaching of languages in these year groups, French teaching is delivered through songs or games.		
Year 3	Bonjour, je parle français! (Hello, I speak French)	Je me présente (Let me introduce myself)	En Famille (In my family)
Year 4	Les animaux (Animals)	Le calendrier et le temps (Calendar and weather)	Le monde (The world)
Year 5	Moi et mon école (Me and my school)	Qu’est-ce que tu veux? (What do you want?)	Les sports (Sports)
Year 6	Les vêtements (Clothes)	En ville (In town)	Un pays francophone (A French speaking country)

This is the coverage through the school:

A French Unit

French units will begin with a recap of vocabulary from previous units, showing where this fits with the current learning. There will sometimes be cultural and/or geographical links which help show connections between Languages and the world around us. During the sequence of lessons, vocabulary from the knowledge organiser is incorporated. Pupils will have regular opportunities to practice key skills within the unit of work e.g. role play. At the end of each unit, children reflect on the vocabulary that they have learnt to make a dictionary. It is our hope that French units may also provide 'Authentic Outcomes' where children may have their work shared with a French primary school but this is still at the development stage.

A French Lesson

French lessons will focus on delivering the key knowledge and skills from the knowledge booklets, especially key vocabulary and the 'Need to know'. Each session should address issues from the previous lesson as well as forging links with other areas of the curriculum such as Geography or PSHE. Teachers may make use of flipcharts or PowerPoints as well as other media or sources to help impart the key knowledge and ideas. It is expected that where a booklet page has been created, the children complete these including any opportunities for 'Diving deeper.'

3. Impact

Assessment of French

Assessment of French at Wansdyke is a multi-faceted approach. We need to recognise the limits of placing any summative judgement against the children's knowledge of French because the validity of this data is relatively low. Equally, we need to be wary of purely looking at the outcomes from within a lesson, and judge the performance of children, rather than what has been committed to long-term memory. The booklets have tailored the outcomes we expect from pupils to help assess this.

Because key language knowledge is unlikely to be revisited, the vast majority of our efforts within assessment should be towards formative assessment, in order that misconceptions and are addressed at the point they are made. However, we can use our 'Need to Know' facts as a barometer to assess long-term learning.

Formative Assessment / Responsive Teaching:

- Verbal responses from pupils within the lesson
- Written outcomes from the pupils' work
- Retrieval practice at the start of each lesson

Summative Assessment

- Multiple choice quizzes after a period of time
- Mind-maps after a period of time
- Comparison of work with exemplification
- Pupil interviews about topics covered
- Teacher judgement against language skills progression

Pupil Conferencing

It is important that when assessing our impact, we refer back to the aims of both the National Curriculum and of our own curriculum. Whilst the assessment of knowledge and

skills are addressed above, it is important we also look at how French leads to achieving our School Aims:

At Wansdyke, we will endeavour to:

INSPIRE

- Provide an inspirational curriculum for all our pupils.
- Provide Knowledge, skills and experiences which will be remembered.
- Ignite passion, excitement and a love of learning for our pupils, through our curriculum content.

INCLUSIVE

- Teach children tolerance, respect and celebrate all forms of difference.
- Allow children to work cooperatively with a range of different pupils in the school.
- Teach children to understand and enact the fundamental British Values.
- Provide opportunities for all pupils to develop and grow, taking into account individual needs.

NURTURING

- Provide a safe, happy and caring environment where children are treated fairly.
- Teach children about how to stay physically and mentally healthy, including forming healthy relationships through PSHE and RSE.
- Educating children about how we can better care for our local environment and the world.

SUPPORTIVE

- Explain to children about the importance of charity, community and helping each other.
- Educate children to value mistakes and see them as an opportunity to improve.
- Provide feedback to our pupils to help them develop and learn.
- Listen to pupils' views and concerns, and act upon these.

POSITIVE

- Ensure success in mastering the knowledge and skills in academic subjects within the curriculum.
- Provide success for pupils in mastering increasingly complex knowledge and skills within creative subjects.
- Develop a positive attitude to school and learning in all our learners.
- Always recognise and reward hard work, effort and achievement in all our pupils.

INDEPENDENT

- Help children to develop initiative, helping them solve problems on their own.
- Help children assess and take appropriate risks.
- Provide children with life skills essential for their future.

RESILIENT

- Enable pupils to overcome adversity and develop grit.
- Foster a high level of self-esteem and self-confidence in all our pupils.
- To teach our pupils to embrace and relish challenge and struggle.

EMPOWERING

- Pupils develop their own informed thoughts and opinions on moral issues, with a strong sense of what is right, what is fair and what is just.
- Provide the skills for pupils to be successful communicators and learners.
- Support pupils to develop their own personal interests and talents.
- Become active and positive members of our community and wider society.
- Prepare children with the skills, including technology, necessary in their future.

Annual pupil conferencing will help us decide if these more qualitative measures are being addressed.