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Languages Policy

Date Amended: September 2024

Amended by: Jayne Harrison (Subject Coordinator)

Date for review: September 2025

Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Our Aims

In order that we might have life in all its fullness, our school will:

- Welcome all visitors to our school and classrooms;
- Show forgiveness and be ready to forgive others;
- Celebrate our talents and achievements that we have earned through hard work and determination;
- Show love and kindness by putting others before ourselves;
- Respect and accept one another;
- Allow children and adults to have a voice in the future development of our school;
- Pray and worship God and
- When we leave, take lasting friendships and happy memories with us.

Vision

Through our French curriculum at St. Oswald's, we aim to instil a life-long love of language learning and develop an awareness & understanding of other cultures. Languages are taught from Year 3 to Year 6 and the children are provided with a foundation for language learning that can be built upon as they move onto secondary school. This learning helps children to develop a strong understanding of the English language and instils the importance of phonics, spelling and grammar in the curriculum.

Studying a mix of topics, they will fulfil the statutory requirements outlined in the National Curriculum and be encouraged to speak, write and read in the language they are studying.

This part of the curriculum allows children to build on their cultural awareness and develop communication and understanding skills in a completely new language. This will help the children to foster positive attitudes to other cultures and use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in both speech and writing.

Our vision for French, at St Oswald's Primary School, is to ensure that pupils have a cultural awareness so that they leave as responsible, happy pupils with some understanding of the French language and its culture.

Intent

"A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world."

(National Curriculum Sept. 2013)

Children are provided with a high quality education in languages that will develop their love of languages and other cultures to help them have an understanding of the world. We aim to build the children's *cultural capital* so that they have a knowledge & understanding of the richness and

diversity between cultures. The skills, knowledge and understanding gained contributes to the development of children's oracy and literacy.

At St. Oswald's we believe that the early acquisition of French will facilitate the learning of other languages later in life. We aim to prepare children for the KS3 language curriculum and enable them to transfer confidently and successfully. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

Implementation

At St. Oswald's, we use Kapow Primary as our chosen programme for delivering French to KS2. This scheme is designed with six strands that run throughout. These are:

- Speaking & Pronunciation
- Listening
- Reading & Writing
- Grammar
- Intercultural Understanding
- Language Detective Skills

Our long-term curriculum map shows when each unit is taught, and our skills and knowledge progression document shows the skills & knowledge that are taught within each KS2 class and how these skills develop to ensure that attainment targets are met by the end of Key Stage 2.

This scheme provides children with opportunities to communicate for practical purposes around familiar subjects and routines. There is a balance for communication in both spoken and written French, beginning with oral skills. Its spiral curriculum incorporates key skills and vocabulary that is revisited repeatedly with increasing complexity, allowing pupils to build on previous learning. Cross-curricular links are included throughout the units, allowing children to make connections and apply their language skills to other areas of learning.

Lessons incorporate a range of teaching strategies from independent task, paired and group work including role-play, language games and language detective work. Differentiated guidance is available for every lesson making learning accessible & enjoyable to all.

Impact

Through the high quality teaching of French, we will see the impact of the subject in the following ways.

Children will:

- be able to communicate with each other in French;
- become aware that a language has a structure, and that the structure differs from one language to another;
- develop their language through development of the four key skills of speaking, listening, reading and writing;
- enrich their language learning by developing an understanding of the French culture;
- learn how language skills can be applied to a range of languages and
- transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

British Values within Languages

Children in KS2 demonstrate the following values whilst learning French:

Democracy

Listening to everyone's ideas.

Considering the life of individuals in France and other French speaking countries.

The Rule of Law

Developing a knowledge of the cultures, laws of France and French speaking countries.

Comparing these with British laws.

Individual Liberty

Taking responsibility for themselves as global citizens.

Exploring possibilities for travelling to, or even working in, other parts of the world when they are older.

Mutual Respect

Expressing their opinions and beliefs.

Showing respect to each other's beliefs, feelings and opinions.

Sharing ideas and having an expectation that these must be listened to.

Tolerance of those of different faiths and beliefs

Exploring and learning about historical, cultural and religious differences between the UK and France (with some reference to other French speaking countries as well).

Discussing these in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected

Assessment

Ongoing formative assessment takes place at the beginning of subsequent lessons, for example taught vocabulary is recapped and this continues throughout the lesson. This assessment is used to inform the rest of the lesson and future plans.

Inclusion & Equality

All pupils have the opportunity to develop languages capability. We promote equal opportunities and fair distribution of languages resources. Children with other languages at home are encouraged to use them for educational benefit.

Monitoring and Review

It is the responsibility of the Language subject leader to monitor the standards of children's work and the quality of teaching in this curriculum area. They are also responsible for supporting colleagues in the teaching of French, being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The languages subject leader gives the head teacher an annual summary report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The languages subject leader has specially allocated time for fulfilling these tasks.

In monitoring the quality of French teaching and learning, the subject leader will:

- Observe teaching and learning in the classroom.
- Hold discussions with teachers
- Ensure pupils' voices heard through pupil interviews.
- Analyse children's work

- Assess the effectiveness of teaching materials and software

The Languages curriculum is reviewed annually through informal discussion with relevant members of staff as and when it is required. Formal discussions are held at the end of each academic year and these discussions are supplemented through the results from responses to the aforementioned pupil interviews, lesson observations and informal discussions. Any changes that are required will be implemented in the subsequent year.

Signed: J Harrison