

Policy Connections

This policy should be read in conjunction with the Schemes of Work for Languages and the Supplementary Guidance for Policies (covering Philosophy; Ethos; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting and Supporting Learning Beyond the School).

Aims and Purpose of Study

Languages is a foundation subject within the National Curriculum.

Learning aspects of a foreign language can help pupils to develop their interest and curiosity in the similarities and differences between themselves and others. The pupils' communication and social skills can be improved through encouraging interactions with other pupils and staff. Their sensory awareness can be developed through multi-sensory experiences.

The aims of teaching Languages are:

- To develop the ability of the pupils to communicate in another language.
- To raise their own language and communication skills - including body language, sign, gesture, listening, speaking, symbolic understanding, reading and writing.
- To develop skills of social interaction.
- To develop an awareness of different Languages and cultures. To develop self-esteem.
- To improve self-confidence.
- To enhance listening and concentration skills.
- To develop the confidence and tolerance of coping successfully with the unfamiliar.

These aims are consistent with our school philosophy and take account of LA curriculum policy and National Curriculum Statutory guidance.

Languages comprises different programmes of study, outlined below. The Curriculum Organisation Policy requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work.

Early Years, Key Stage 1

Languages is not offered at these stages. Pupils have the opportunity to access languages and awareness of other cultures through International theme days

Key Stage 2

Teaching is of a single language: French, which is taught through a succession of theme days spread throughout the school year. The focus of study will be on simple practical communication, awareness of another language, and awareness of different cultures. Each theme day will comprise of simple familiar spoken language, including use of AAC, and theme-based areas of study set out in the schemes of work. Some students may access a limited amount of written language. Teachers plan a unit of work, which outlines the content, learning activities, learning outcomes and resources. The short-term planning specifies the focus for each lesson

Key Stage 3

In KS3 Languages are taught as three meaningful theme days, one per term that links to the current topic of study for example: Ancient Greece. KS3 areas of study are outlined in the Languages schemes of work. Teaching will build on the foundations of language learning laid at KS2, and may be of any modern foreign language. Teachers plan work, which outlines the content, learning activities, learning outcomes and resources. The short-term planning specifies the focus for each theme day. Pupils will also have the opportunity to access languages and awareness of other cultures through International theme days.

Key Stage 4

Languages is not offered at KS 4. Pupils have the opportunity to access languages and awareness of other cultures through International theme days

F.E. Centre

In the F.E. Centre Languages is not taught as a subject in itself, but some language is taught as part of the ASDAN Bronze/Silver Award Scheme Module 10, Wider World, relating to communicating with others and international awareness.

Each Programme of Study is differentiated to allow all our pupils to access the content in a meaningful and realistic way. Further details of this can be found in the Schemes of Work for each Key Stage. Where appropriate, elements of the language curriculum may be revisited throughout different key stages to contextualise and apply learning.

Method of delivery

The curriculum organisation and structure is outlined in the policy document entitled "Curriculum and School Organisation." The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein.

Curriculum Monitoring

The curriculum is monitored by the subject lead and evaluated and modifications made on an annual basis via, evidence for learning, work scrutiny and other methodology. This information is passed to SLT

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