

PINNER WOOD SCHOOL



FOREIGN LANGUAGES POLICY

Approval Authority:

Effective From: September 2024

Date Ratified by GB:

Next Review Date: September 2026

Signed by Chair of GB:

Pinner Wood School Foreign Languages (FL) Policy

Subject Aims

At Pinner Wood School our aim is to foster an interest in learning other languages. All children from Year 3 to Year 6 have the opportunity at Key Stage 2 to study an additional language. We currently teach Spanish across the school from Year 3 – 6.

Aims and objectives:

- To foster an interest and positive attitude in learning other languages
- To develop pupils' communication and literacy skills that lay the foundation for future language learning
- To develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- To provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- To form a sound basis for further study at Key Stage 3 and beyond.

Curriculum and Teaching

The Spanish curriculum is prepared in line with the objectives from the National Curriculum Key Stage 2 Framework for Teaching Foreign Languages.

Spanish lessons are taught each week using the Language Angels Scheme of work (see Overview and Long Term plan document for more information.)

All lessons are rich in vocabulary and aim to be fun and engaging. Lessons include elements of listening, speaking, reading and writing alongside making links with wider curriculum learning.

Resources

A variety of resources are used in the lessons to provide stimulating materials and activities for the children. Interactive ICT programmes are used in each classroom to make learning engaging and motivating. Lessons are planned with an appropriate balance of oral, reading and written activities, according to the needs of each year group. Music, in the form of songs and rhymes, is used to enhance enjoyment and promote learning by repetition. Videos are used also to give the children indirect contact with native speakers. Role play and conversational dialogue support pupils' independent learning. A large selection of bilingual story books are available in the school library and classroom provision.

Assessment

The children are assessed continually via teacher feedback (verbal and written) and formative assessments. Assessment is used to support teaching and learning and inform future planning. The teacher records observations where appropriate and assesses the children's progress in the target language, based on their achievement of the learning objectives in the lessons. Teachers record their assessment using the school assessment framework INSIGHT. This happens after conversations between the class teacher and languages teacher. Parents are informed of children attainment and progress in children's school report.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny, lesson observations and pupil voice. The Language Angels material and resources are consistently monitored and changes or updates made as needed.

Equal Opportunities and Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability. A foreign language forms part of the school curriculum to provide a broad and balanced education to all children. Through our foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning a foreign language.