



LOCATION : CURRICULUM HANDBOOK, DOCUMENT 12

LANGUAGES POLICY

1. Introduction

The teaching of specific Language teaching is a requirement of the National Curriculum and compulsory from September 2014 for students in Key Stage 2 and Key Stage 3.

For students with special needs, learning the basics of a language that is different to their first one can help to extend and develop their own language and communication skills and can enhance self-esteem.

In particular, Languages offers students with learning difficulties the opportunities to:

- become more aware of different communities and cultures and learn that different languages are spoken in different countries.
- become more aware of language, sights, sounds, smells, tastes of other countries through handling different foods and artefacts.
- develop new sounds and speaking and listening skills and in some cases, develop reading and writing skills.
- use different means of communication, such as Makaton, switches and ICT to communicate in focus language.
- share, concentrate and interact with others in the group through joint activities.
- support their learning in other curriculum areas, such as geography, music, art and daily math skills.

At Abbey Court School we have chosen to focus on French in Key Stage 2 and German in Key stages 3 and 4 but we provide an introduction to Languages by learning about the language and culture of French, Italy and Germany in Key stage 1 and in the Nursery. This will provide a foundation and offer progression to the Further Education Department where aspects of Languages are still being covered through the themed days, linked to their Religious Education learning.

This coverage is in line with recommendations given from a consultant during the last official external monitoring of Languages (Spring 2018). Previously to this, an internal scrutiny of work had been carried out by the subject leader and the deputy heads on both the Primary and the Secondary site (earl 2018). This was supported by two learning walks, across both sites.

More recently an internal scrutiny of work has been carried out by the subject leader and deputy heads (2018), which has also been supported by two learning walks, one across both

sites. The outcomes of these learning walks showed that the teaching of Languages is of a 'good' standing. The new curriculum for Languages has been in place since the beginning of the 2014 academic year, with the schemes of work that we follow having been updated in the summer of 2020. The purpose of study outlines that

“Learning a 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. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.” (Curriculum 2014 – Languages)

This was confirmed by the Department for Education as being appropriate.

2. Definition

The Languages curriculum is an opportunity to study the language, customs and culture of other countries and communities around the world. For the pupils in Abbey Court School it begins with an experience and awareness that there are people who do not speak English but who speak another language. Activities focus upon giving experiences and raising awareness of the main contrasts and similarities (otherness and sameness) between people and life in England and other European countries (e.g. in food, music, sport etc.)

The languages are introduced through songs, key words and phrases that will be supported with signing and using symbols. Wherever possible the experiences will be delivered through appropriate contexts.

This policy ensures that all pupils receive their entitlement of 30 minutes a week of Languages from KS2 through to end of KS3.

3. Rights Respecting School

Abbey Court School is a Gold Rights Respecting School and puts the 54 articles of the Unicef Children’s Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. Aims

Aims in Languages are subject to Abbey Court School’s Aims and Objectives, as outlined in the Curriculum Policy. The aims of Foreign Language are:

- 4.1 To give pupils an experience and awareness of other languages.
- 4.2 To give pupils an understanding of the fact that people from different places may have different languages, cultures and traditions.
- 4.3 To offer pupils the opportunity of learning some basic foreign vocabulary.

4.4 To provide a foundation of language and cultural awareness that will allow progression to the Further Education Department curriculum.

4.5 To enable accreditation through the *ASDAN awards* from Key Stage 3 up to the Further Education department.

5. Objectives

5.1 Pupils have opportunities to experience different languages, cultures and customs.

5.2 Pupils' self-esteem and the expectations of their parents may be raised by having access to a subject that mainstream peers have been entitled to for years.

5.3 To develop personal and social education by providing an alternative context for communication and interaction.

5.4 To develop general language skill through a new learning experience leading to positive achievement. Accessing the Languages curriculum can improve pronunciation, develop listening skills and offer a growing awareness of language in general aiding linguistic development.

6. Curriculum Planning

At Abbey Court School, all pupils work within the National Curriculum. Students in the FE department widen their knowledge of the customs and languages of different countries through topics in the *ASDAN awards* scheme, as well as their themed days.

A Coverage plan for all Key stages and Schemes of work for Key stage 2-4 are in place, which will ensure continuity and progression within all Key Stages. In Key Stages 1 the pupils have experience of French, German and Italian taught across the curriculum. The Schemes of Work for each class in Key Stage 2, 3 and 4 have been developed to ensure coverage and implementation of the National Curriculum.

Teaching staff are responsible for class timetables showing the Language allocation (see Abbey Court School Curriculum Policy for subject time allocations). The Senior Management Team monitor this termly.

7. Styles of Teaching

7.1 Languages is taught either as a discrete unit, in Key Stage 2, 3, 4 and FE, as part of a cross curricular theme, or as a combination of both. The emphasis within the Primary Department is towards a topic-based approach becoming more discrete as pupils progress through the school. (Although Languages is introduced at a very introductory 'taster' level in Key Stage 1.)

7.2 Differentiation in teaching styles and strategies will ensure that awareness and understanding can be effectively supported for each pupil. Please refer to Abbey Court School's Curriculum Policy regarding the variety of teaching strategies that may be adopted.

8. Styles of Learning

8.1 Pupils are to be allowed the opportunity to respond to teaching in a variety of ways.

8.2 Pupils are to be given regular feedback so that they are assisted to progress and are aware of the purpose of the session.

8.3 The focus for pupils with greater developmental delay will be on visual, auditory and tactile input in a multi-sensory approach.

8.4 Pupils work individually, in pairs, in small groups or in whole class activities.

8.5 The Schemes of Work for Languages show specific skills in detail.

9. Assessment

9.1 Pupils' experiences in Languages will be recorded in such a way as to show the range of activities provided by the teacher in the form of a Coverage Plan and Schemes of Work.

9.2 The storage of evidence of pupil achievement is detailed in Abbey Court School's P.A.R.R policy and is contained in the Languages section of pupil red files.

9.3 Pupils' participation in Languages is reported to parents both written and verbally as part of the Annual Review of Pupil Progress in the Primary and Secondary Department.

9.4 Wherever possible, pupils are encouraged to assess their own and each other's work.

9.5 Pupil portfolios show work done in Languages. This would be a combination of photographs, annotations and work done.

10. Cross-curricular links

Languages has close links with PSHCE, English, Mathematics, (counting/number rhymes) and with many common areas in Geography, Multicultural Education and RE. It can also find expression through Art, Food Technology, Drama and Music and can be supported through a variety of computer software and through involvement with local community organisations.

11. SEN and differentiation

Pupils are given access to experiences, which meet their individual abilities (including those of higher achievers and pupils with PMLD) whilst ensuring full access to Languages. A flexible approach to teaching Languages is needed due to the wide range of ability within each class group. Ideas for strategies for differentiation are provided by the subject leader through the Schemes of Work.

Homework: Use will be made of the home/school book to encourage parents to work with pupils who wish and are able to share newfound knowledge and experiences in Languages.

12. Staffing and Resources

12.1 All class teachers are responsible for the teaching of Languages and the effective deployment of support staff.

- 12.2 Language resources are centralised in a named resource base in the Curriculum Cupboards at both the Primary and the Secondary sites. Resources are renewed and/or replenished yearly.
- 12.3 Annually the subject leader will bid for resources in accordance with needs identified on the Curriculum Action Plan. This bid is submitted to the Senior Management Team prior to the beginning of each financial year.
- 12.4 Specific training for teaching and support staff is facilitated by the Senior Management Team, advised by the Languages subject leader and included in the School Development Plan.
- 12.5 It is the co-ordinator's responsibility to co-ordinate the planning of Language teaching by way of a Coverage Plan, Schemes of Work and by evaluation of termly plans. The subject leader presents, maintains and co-ordinates the central resource base in the Curriculum Cupboards at both the Primary and the Secondary sites.
- 12.6 Class teachers are responsible for developing Languages displays within their class and around the school on allocated boards as organised by the Languages co-ordinator.

12.7 Core vocabulary sheets to go alongside each of the schemes of work, across both Primary and Secondary have been created. These have been designed using the 'Symwriter' program, to produce symbols in both English, and the target language. These can be downloaded by class teachers and then personalised to suit the needs of their pupils. For example, they can be made bigger for VI pupils, they can be made more detailed to include grammar for those pupils who need stretch and challenge.

12.8 Pronunciation videos have been filmed with support from the archivist and other support staff who speak either German or French. These are to go alongside the schemes of work and are further supported by the core vocabulary sheets. In both instances, a fluent or a native speaker has been used to ensure accurate pronunciation. These are designed to be used by the class teacher during planning and preparation time, but can also be used a tool during lessons, if appropriate.

13. Equal Opportunities

All pupils are given equal opportunity to access Languages. Please refer to Abbey Court School's Equal Opportunities policy.

14. Health and Safety

Class based activities and educational visits are subject to Risk Assessment. In line with the Abbey Court Health and Safety and Off-Site Policies.

15. Integration including community links

- 15.1 Every opportunity is taken to make use of local places of interest to support Language learning. This could include visits to supermarkets to purchase foods from specific countries.
- 15.2 Opportunities are taken for integrated sessions with other schools that enrich the Language experiences.

15.3 Visits from people within the local community, such as a person from a particular culture or country are used to support lessons as appropriate.

15.4 Placements for post-16 pupils with local employers and services are undertaken and co-ordinated by the KS4/ FE leaders.

16. International Schools Project




As a whole school we now participate in the International Schools Project. This has a direct link to the learning that takes place within Languages. As Languages is not compulsory at EYFS, KS1, KS4 and KS5, the International Schools Project ensures that pupils are being given opportunities to learn about new cultures and share their own cultures with their partner schools.

17. Evaluation and Review

The Language co-ordinator will review this policy in line with the School Development Plan after monitoring and consultation with staff.


The Language policy will also be monitored in light of any changes in legislation, OFSTED requirements, Health and Safety requirements or Abbey Court School's organisation.

Appendix I

 -  
Healthy Living - une vie saine


Sport


Sport


Run


courir

Appendix 2

Pronunciation videos to support each scheme of work, for both Primary and Secondary pupils can be found on the shared area.

Storage Area F – Teachers – Evelyn Charlton – Pronunciation Videos

Videos are then separated into Primary and Secondary, and then further split into year groups, and then terms.

Sarah Allen	November 1999
Stella Wilson	December 2001
Grit Scholtz-Thoene	September 2003, January 2004, July 2005, March 2006, June 2006, July 2007
Paul Horsman	February 2010
Tamara Leadbeater	May 2012, February 2014
Jacqueline Bright	February 2016
Evelyn Charlton	June 2018
Evelyn Charlton	September 2020

