



BIDSTON AVENUE PRIMARY SCHOOL

LANGUAGES SUBJECT POLICY September 2022

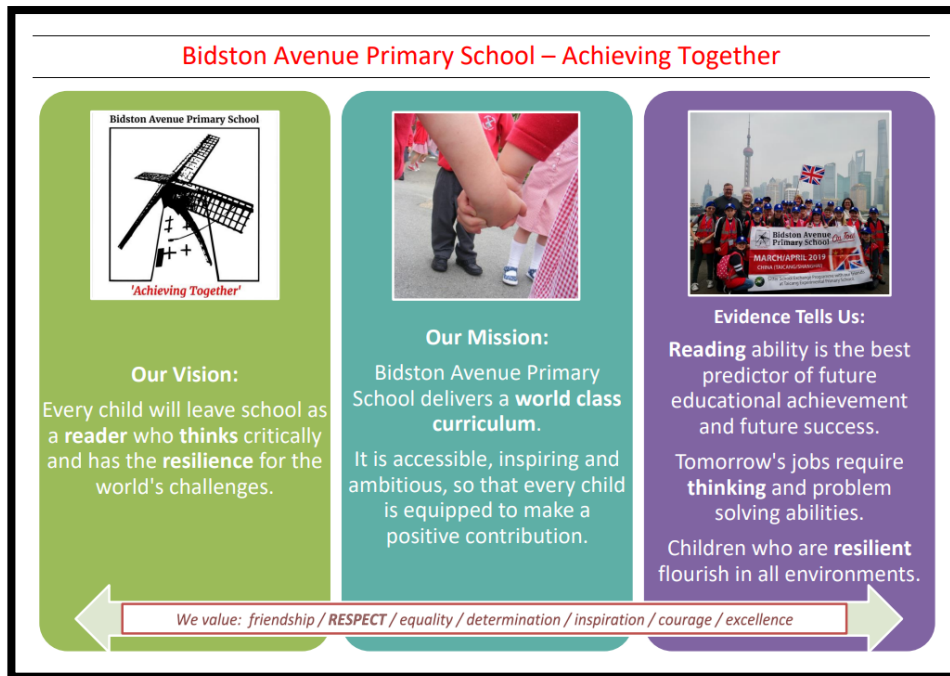
Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022

Signed: _____

CLlr George Davies (Chair of Governors)

Bidston Avenue Primary School – Achieving Together



Intent

Purpose

Learning a foreign 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. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

- All pupils understand and respond to spoken and written language from a variety of authentic sources
- All pupils speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say
- All pupils write at varying length, for different purposes and audiences, using a variety of grammatical structures
- All pupils discover and develop an appreciation of a range of writing in the language studied

Supporting our Vision

At Bidston Avenue Primary School, our key stage 2 children study Mandarin. Our key Stage 1 children will have the opportunity to enjoy learning languages, through counting, singing songs, playing games and chanting rhymes. Learning a language is a valued part of the curriculum. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Children learn to understand and appreciate different countries, cultures, communities and people. Modern Foreign Languages stimulates children's creativity, develops their oracy and literacy skills, introduces an international dimension to their learning and enriches the curriculum, providing excitement, enjoyment and challenge.

We encourage children to engage and embrace new learning opportunities and we believe in the importance of this subject to raise confidence and self-esteem and develop a true appreciation for language. The development of communication skills, together with knowledge and understanding of the structure of language, lay the foundations for future study of other languages and support the development of literacy skills in a child's own language. We encourage children to engage and embrace new learning opportunities.

We aim to foster positive attitudes towards all languages, develop linguistic competence and an awareness of language structures. Children will be encouraged to express themselves creatively in another language, explore their own cultural identities and those of others whilst developing a respect for other peoples' beliefs, cultures, attitudes and values.

The drivers that shape our curriculum



Reader

At Bidston Avenue, we aim to ensure that all children have a clear understanding of the role that languages and being a reader play in our local community and the wider world. The languages that they learn may shape the world around us and the way that we live our lives. By learning another language and its culture we are exposing children to diversity within the local multicultural and global community. Being raised in a society where a particular language is spoken, children start to pick up the language they hear. Learning a new language exposes a child to grammar, vocabulary, idioms, sentence structure and helps to identify structures in their native language. All of these factors improve comprehension and conversation and can improve language development.

Language learning improves students' reading abilities. Numerous studies show a strong positive correlation between the study of a foreign language and improvement in reading fluency and comprehension. A study conducted by A. D'Angiulli and E. Serra in 2001 (*The development of reading in English and Italian in bilingual children*) suggested that adolescent bilinguals score higher on word-reading and spelling tasks than skilled monolingual readers of the same age group.

Learning a second language increases linguistic awareness.

Studies demonstrated that children who are immersed in a bilingual environment have an enhanced ability to manipulate morpho-syntactic structure. That is, these children are able to interpret and comprehend written language with greater ease than monolingual children and are better at grammatical judgment and word recognition.



Thinker

At Bidston Avenue, we promote and support every child's ability to think and enhance their language development. Learning a new language improves brain function, providing better memory, more mental flexibility and creativity. The studies suggest the bilingualism improves the brain's executive function. It helps with ignoring distractions to stay focused, switching attention wilfully from one thing to another and holding information in mind. Learning another language is one of the most effective and practical ways to increase intelligence, keep your mind sharp, and buffer your brain against aging. There are many benefits to learning a new language. Language learning helps improve people's thinking skills and memory abilities. Bilingual students concentrate better, ignoring distractions more effectively than those who only speak one language. "Because the language centres in the brain are so flexible, learning a second language can develop new areas of your mind and strengthen your brain's natural ability to focus." Learning a second language may improve problem solving abilities. Bilingualism may also contribute to improved social problem solving among children. A study of 84 Hispanic children from homes where the predominant language was Spanish showed that bilingual children had a greater ability to solve social problems than their monolingual counterparts.



Resilience

At Bidston Avenue, we promote and support the development of every child's emotional well-being, mental health and resilience. **Academic resilience is defined as the ability to effectively deal with setback, stress or pressure in the academic setting.** Resilience is related to the notion of perseverance, the persistence in a course of action; the ability to stay on course despite adversities. These are two of the core generic life-long learning skills that are identified as fundamental for academic success, across all subject areas, including languages. Learning a new language improves brain function, providing better memory, more mental flexibility and creativity. The strength of resilience links to the presence of positive emotions, trying new things and being open to language change. We aim to apply the way language learning works with resilience. It comes down to the child's psychological response to a psycho-social stages of development in foreign language acquisition while learning and especially interacting in that new language. We hope that our children gain positive emotions, build resilience and self-esteem by learning another language and therefore broaden their experiences and opportunities. **In order to become resilient our students must be made aware of and experience the challenges and inevitable setbacks that language learning entails** whilst feeling part of a safe, supportive and empathetic learning environment where errors are tolerated and even encouraged.

Supporting our Values

In all we do, we promote the following values

- **Respect**
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality



Opportunities for promoting acquisition of Cultural Capital

At Bidston Avenue Primary School, we set high expectations and provide opportunities for all children to achieve, so that all pupils can take part in lessons fully and effectively. We recognise our responsibility to provide a broad and balanced curriculum for all pupils, that meets them at their individual need and learning point.

The National Curriculum framework is the starting point for planning a curriculum that meets the specific needs of individuals and groups of children. When planning we modify, as necessary, the programmes of study to provide all pupils with relevant and appropriately challenging work.

We aim to provide a more inclusive curriculum which sets suitable learning challenges, responds to children's diverse learning needs and overcomes potential barriers to learning and assessment for individuals and groups of pupils. For children, whose attainments is significantly below the expected level, a much greater degree of differentiation will be necessary. Teachers will use the curriculum as a resource for planning appropriately to needs of their pupils.

In languages, children may overlearn and repeat specific phrases and may use actions and prompts. A languages notebook can be used to prompt phrases and also use phonetic language to aid pronunciation.

RRSA

Article 7: You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Implementation

Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.

In ensuring high standards of teaching and learning in Mandarin, we implement a curriculum that is progressive throughout the whole school.

Planning for Mandarin is a process in which all teachers and a specialist teacher are involved to ensure that the school gives full coverage of, The National Curriculum programmes of study for Languages 2014.

Teachers plan the learning journey together to ensure full coverage and progression of the Music curriculum is achieved. Teachers also plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Planning

Medium term planning is used from the progression document and planned with the specialist teacher. It revisits prior knowledge and builds on acquisition, vocabulary, grammar and pronunciation. Planning for each session is provided by the specialist teacher with outcomes for each session.

Teaching and Learning

The sessions are built around a number of key skills focusing on metacognition strategies. A hook is used at the beginning of the session in the form of pictures and games. Throughout the sessions, there are oral rehearsal, choral reading, games, retrieval questions, songs, activities, songs, grammar/ vocabulary for topics, written tasks, journal entries for prompts during the sessions and application of knowledge and practices.

Subject specific SEND Scaffolding

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Links to other subjects/curriculum areas:

- **English** - Understanding of word classes, tense, person, verb and phonological awareness. Use of reading skills to tackle new vocabulary, summarise texts and infer meaning.
- **Maths** - A variety of number knowledge, calculations and aspects of time.
- **ICT** - Communication through e-mail, zoom and PowerPoints.
- **Geography** - Map work and knowledge of cultural aspects. Physical and human features.
- **History** - The Shang Dynasty
- **R.E.** - Chinese New Year, Buddhism.
- **D&T** - Chinese inventions, e.g. kites.
- **Music** - Chinese songs, chants and rhymes to support learning.
- **PSHE** - Other beliefs and cultures.
- **Art** - Calligraphy.
- **P.E.** - Chinese dancing

Experiences every child should have:

- Sing and perform alongside peers to a large audience.
- Learn to speak a new language over a period of time and be given the opportunity to develop this further if desired.

Organisation

Years 3- 6

The specialist teacher will deliver the session supported by the class teacher. Each class receive a language session every week. The class teacher will support through behaviour management, supporting children during the session and use the session for CPD.

The children will follow the Mandarin scheme for Bidston Avenue. The units they cover are outlined clearly in the overview. See Appendix.

Parent Partnership

Parents are informed about the Mandarin sessions through termly overviews.

Parents are informed about progress during parent's evenings and end of year reports.

Parents and the local community are involved in the planning for the China trip and the link to Mandarin sessions.

Roles and Responsibilities

Subject Leader

- Support the confidence and skills of general class teacher.
- Organise and maintain schemes of work, resources, record keeping, tracking of musical learning experiences and guidance for differentiation.
- liaise between key stages
- maintain contacts with those people outside school who are able to give advice and/or support e.g. Wirral Schools Music Service, musicians who can work with the children in school
- Attend courses and meetings.
- Organise INSET where appropriate to the whole staff or individual members.
- Promote extra-curricular activities as an extension to class work and to forge links with the wider community e.g.: carol concert at St Bede's Community centre, St James and other carol concerts.
- Organise the provision of progressive instrumental teaching for every child who would like it at a reduced fee where necessary.
- To be enthusiastic about Music giving it a high profile and promoting high achievements.
- Monitor and evaluate and advise on the teaching of Music in Early Years.

Class Teacher:

- To plan, deliver and assess Charanga, ensuring coverage of statutory requirements by following the National Curriculum.
- To ensure children are taught how to play musical instruments properly and every care is taken to avoid injury.
- To create and uphold community links where possible – the school regularly take part in local concerts/festivals/church services.
- Promote a love of music in the children.
- Identify gifted and talented musicians and nurture their skills.

Impact

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the Languages Curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Assessment

Informal continuous assessment of the progression in Mandarin will be part of the normal teaching process to ensure progression and continuity.

Formative assessments will be made during lessons and reported to parents at the end of year report. Records are kept on lesson planners and are recorded 'by omission' (i.e. assume the majority of the class has achieved the objective and only note those who require further support and those who succeed beyond expectation).

Summative assessments take place at the end of each year when a 'best fit' judgement is made about the level of attainment of each child, as assessed against the level descriptors of the National Curriculum.

Evidence includes

- Examples of written work e.g. vocabulary and sentences recorded in Language journal
- Recorded songs from classes
- DVDs of performances
- Display
- Examples of language achievement celebrated
- Retrieval quiz in Journals.

Monitoring

The Languages subject lead is responsible for monitoring the standards of children's work and the quality of teaching.

The lead supports colleagues in the teaching of Languages by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for Languages identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

Monitoring and Review

The Languages subject lead is primarily responsible for monitoring the implementation of this policy.

This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee.

The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Governor Approval and Review Dates

The policy is to be reviewed annually.