Foreign Languages Policy

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Foreign Languages Policy

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1 Aims and Objectives

In accordance with new requirements, Foreign Language learning may incorporate ancient or modern languages. At Brookside, German has recently been implemented as a focus language, with a continued emphasis on raising awareness of global citizenship.

The aims of language teaching is to enable all children to:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating through discussion and asking questions, whilst improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Respect and understand other cultures, heritage and multilingualism

2 Teaching and Learning Style

At Brookside Primary School we aim to make Foreign Languages an enjoyable learning experience. As well as studying German, we also aim to promote an awareness of other languages and cultures.

At KS2, children will learn spoken language skills and will also be introduced to the written word. They will begin to communicate in German by speaking, reading and writing, with an emphasis on practical skills. Teaching and learning will involve repetition using a variety of methods, including songs, games and role-play. Children will be encouraged to listen carefully in order to achieve accurate pronunciation and intonation. They will explore the structure of the language: conjugation of high frequency verbs; masculine and feminine forms; similarities and differences with English. New vocabulary will regularly be encountered through lessons and through dictionary work. In order to develop written language, they will increasingly write simple phrases from memory. The use of ICT is an integral part of Foreign Language teaching, the use of the Internet provides children with a direct insight into other cultures and a method of communicating with other countries.

The weekly lesson should take between 30-45 minutes. This should be enhanced by shorter 'language parcels' of 5 or 10 minutes.

Children's work is valued and displays relating to different themes will be visible throughout the school. The vocabulary for the half term should be visible within the class.

3 Foreign Language Curriculum Planning

At present, our school uses concepts and material resources, produced by the Goethe Institut, as the basis for its curriculum planning. This scheme ensures that the topics that the children study in modern foreign languages build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each lesson, the planned progression built into the schemes of work means that the children are increasingly challenged as they move through the school.

4 Links to Other Curriculum Areas

The teaching of Foreign Languages links with other Foundation subjects.

4.1 English

Foreign Languages compliment the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Children's understanding of English can be enhanced by comparing similarities and differences between English and other languages.

There are links to English as children gain knowledge of the structure of German, they can relate to their studies of English (e.g. identifying verbs and adjectives).

4.2 Mathematics

The awareness and understanding that children develop through counting, understanding the calendar and telling the time in a foreign language, complements skills taught in Maths. Numeracy links may be made through number games.

4.3 Computing

Computing is used at Key Stage 2 during the teaching of Foreign Languages. The school aims to use a variety of software, the internet,

iPads, together with audio recordings. Many of the resources provided by the Goethe Institut fit this criteria.

4.4 Science

When learning science related vocabulary, connections can be made with the Science curriculum being taught in our school.

4.5 Geography

Geographical links can be made when considering the location of countries and comparisons can be made with them and our country.

4.6 History

Historical links can be made which help to form a basis of understanding of the heritage and culture of different countries. Children will become aware of how the history of other countries is connected with the history of our country.

4.7 Personal, Social and Health Education (PSHE) and Citizenship

The experience of learning a Foreign Language can help develop children's social skills by enabling them to communicate effectively with others. It promotes an understanding and respect for the way in which other cultures are different or the same as ours. This experience compliments the issues raised during the teaching of PSHE in our school. It develops the children's awareness of multiculturalism, both in our country and in the world as a whole.

4.8 Spiritual, Moral, Social and Cultural Development

Children develop their language skills through songs and rhyme providing links with music. Cultural links can also be made through the teaching of Art and Design, Design and Technology (e.g. cooking and food tasting) and RE.

5 Assessment and Recording

Teachers assess children's work in Foreign Languages based on a series of "I can" statements which can be made as an integral part of teaching the lessons, through observation and questioning.

6 Monitoring and Review

For additional information regarding monitoring and review please refer to the school's 'Curriculum Policy'.

7 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

8 Special Needs Provision / Enrichment & Challenge

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as benefitting from further enrichment and challenge. German workshops for such children take place throughout the school year.

9 Policy Review

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.