



POLICY DOCUMENT

	Name	Date
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Introduction

Learning a second language helps students get ready for a world that is evolving quickly and where work and other activities are increasingly conducted in languages other than English. Due to the expansion of international trade, students must be given the tools necessary for success in a multinational workforce. In order to learn new languages or become more proficient in their current languages, students will be taught skills that they can use in the future. Increased language proficiency fosters initiative, self-assurance, independent learning, and variety within society.

Our mission at SMCPA is to promote "high quality education" (National Curriculum 2014). Students that are taught a language will be able to communicate their ideas and thoughts in that language as well as understand and interact with its speakers. Students are given the chance to read literature, discover new ways of thinking, and communicate for practical goals. The basis for learning additional languages will be laid through language instruction.

Aims

The National Curriculum for languages aims to ensure that all pupils;

- Understand and respond to spoken and written language from authentic sources
- Speak with increasing confidence, communicating through discussion, asking questions and continually improving the accuracy of their pronunciation and intonation
- Write for different purposes and audiences, using the variety of grammatical structures that they have learned

At St. Mary Cray, any modern teaching commences in KS2. Our primary goal is to help students make significant progress in one language. A balance of spoken and written language will be taught in language classes. Additionally, using their understanding of phonology, grammatical structures, and vocabulary, students will

be able to comprehend and express ideas, facts, and feelings in speech and writing with a focus on everyday familiar topics.

The focus of study in modern language will always be on practical communication. Pupils will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes
- Engage in conversations; ask and answer questions; express opinions
- Speak in sentences, using familiar vocabulary and phrases
- Develop accurate pronunciation and intonation
- Read carefully and show understanding of words and phrases
- Appreciate stories, rhymes, poems and songs in the language
- Broaden their vocabulary and develop their ability to understand new words, including using a dictionary
- Describe people, places, things and actions orally
- Understand basic grammar appropriate to the language being studied

Inclusion

Every student shall have the chance to advance their language skills, regardless of race or gender. The school supports fair distribution of linguistic resources and equal access.

Assessment, Record Keeping, Reporting

The majority of evaluation is formative, supporting teaching and learning while also informing future planning. Teachers will record their observations as they proceed through the lesson plan. They will then analyse these observations to determine how well the students have mastered the target language. These informal evaluations will be used to determine which linguists are gifted and which ones need additional assistance.

This information is shared with the next class teacher.

Monitoring

Monitoring is carried out by the head teacher, a member of senior management or the Language coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of language displays
- Collection of language planning
- Looking at the work in individual learner files or notebooks
- Classroom observation

Evaluation/review

An annual review of this policy will be undertaken by the Language coordinator.

A major review involving all staff will take place every 2 years.