



“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success”

Horsted School



Languages Policy

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success.”

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

Aim and purpose

We aim to achieve this through our curriculum’s rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

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‘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.’ (DfE 2014)

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help the children develop and demonstrate progress in the 5 key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children’s ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Expectations:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (DfE 2014)

Organisation and Planning:

French is taught in a whole-class setting by the KS2 class teachers who plan their lessons using the Kapow scheme of work. There is no requirement to teach languages to pupils in EYFS and KS1.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week. In addition to this, French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is

retained as appropriate. There are four units planned into curriculum time for each KS2 class allowing time for revision of skills and knowledge covered in the units towards the end of the year.

Assessment, recording and reporting:

Each child's performance in Languages will be assessed by the teacher against the end of key stage expectations using Arbor. Pupil progress will be reported to parents at the 3 identified opportunities throughout the year (see curriculum policy).

Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study Languages based on their starting points and ensure that there are no barriers to pupils achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that there are teaching opportunities to help pupils develop their English.

Class teachers will make the necessary adaptations to lessons so that all pupils can access Languages. Class teachers, as part of quality first teaching practices, recognise that all pupils have different starting points. Class Teachers use <https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Educational-Support/TESS/QFT-Checklist-Primary-Class-Strategies.pdf> to support them making choices about relevant adaptations.

Examples of Quality First Adaptations in Languages may be, but are not limited to:

Communication and Interaction:

- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card), in the language being studied
- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Delivery of information slowed down with time given to allow processing.
- Pupils are given a demonstration of what is expected.
- Talking buddies or similar used to encourage responses – useful for practicing short, repetitive conversations in the language being studied.
- TAs used effectively to explain and support pupils to ask and answer questions.
- Word walls/mats to develop understanding new vocabulary, including use of the Widgit software to include images and icons.
- Use of thinking time.
- Pre-teaching new vocabulary.

Cognition and Learning:

- Key words/vocabulary emphasized when speaking and displayed clearly.
- Pre-teaching of subject vocabulary.
- Instructions broken down into manageable chunks and given in sequence.
- Links to prior learning explicitly made.
- Key learning points reviewed at appropriate times during and end of lesson, and throughout the week.

- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Coloured paper for worksheets and coloured background on smart board.
- Text presented clearly – uncluttered, use bullet points and clear font.
- Diagrams and pictures to add meaning alongside text.
- Cloze procedure exercises to vary writing tasks and demonstrate understanding.
- Use of technology.

Social, Emotional and Mental Health:

- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources.
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling.
- Chunk instructions and support with visual cues.
- Personalise teaching where possible to reflect pupils' interests.
- Communicate in a calm, clear manner Keep instructions, routines and rules short, precise and positive.
- Clear instructions and expectations.

Sensory and Physical Needs:

- Think about backgrounds, fonts, size of font, colours.
- Consider lighting.
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board.
- Use of the audio files on Kapow to share how the vocabulary should be pronounced.
- Slow down speech, especially when introducing new vocabulary.
- Allow more thinking and talking time.
- Check that oral information/instructions have been understood.
- Use visual symbols to support understanding.
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Even with support, some children may not progress as is expected. They may have specific learning needs. If this is the case, the child's teacher, in discussion with the SENCO, and the child's parents, may conduct further investigations and seek support from outside agencies.

Further information can be found in our statement of equality information and objectives, and in our [SEN policy](#) and information report.

The Role of the Subject Leader:

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in Languages education passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in Languages, supported by the progression document for Languages and liaise with senior leadership on any action necessary.
- To liaise with appropriate bodies e.g. other primary and secondary schools, governors, the LEA etc. concerning matters relating to languages.

- To monitor learning in Languages by working alongside colleagues and by viewing children's achievements.

Resources:

Kapow is an online teaching resource which includes all resources and lessons plans that are referred to. Flashcards and photocopiable resources can be taken from there.

Health and safety:

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control.
- to recognise hazards, assess consequent risks and take steps
- to control the risks to themselves and others.
- to use the information to assess the immediate and cumulative risks.
- to manage the environment to ensure the health and safety of themselves and others.
- to explain the steps they take to control risks.

Teachers will include in their medium/short term planning, a risk assessment outlining tools and materials which could pose a possible risk to pupils/staff using them.