

INTENT

How is your curriculum set up and what is the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children

All children to achieve (23.6% PP – increased over time)

Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Vision

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Mission

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

- **Fairness:** We act without bias and provide equal opportunities for everyone.

'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

- **Honesty:** We always tell the truth, whilst showing respect for the feelings of others.

'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

- **Teamwork:** We work together to achieve shared goals.

'For the body is not one member, but many' (Corinthians 12:14)

- **Ambition:** We work hard to achieve our aspirations and never give up.

'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)

- **Care:** We look after each other, ourselves and our environment.

'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)

- **Respect:** We are thoughtful and considerate to ourselves, others and the environment. *'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.'* (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision we aim to ensure that our children understand the importance of being:

- **Respectful:** Each child is thoughtful and considerate to themselves, others and the environment.

- **Ready to learn:** Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.

- **Resourceful:** Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.

- **Reflective:** Each child is curious, able and willing to learn from their mistakes and can describe their progress

- **Able to Reason:** Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.

- **Resilient:** Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

Languages at St Peter's inspires children to be curious about the world around them and to show respect for other cultures. They use resilience to keep going when learning becomes challenging and show increased responsibility to create their own sentences using their new language skills.

Vocabulary Development

In order to develop children's vocabulary, we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which in turn helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all

Children who are disadvantaged have full access to the curriculum in accordance with our aims. We aim to ensure that the teaching of languages is accessible to all pupils. Our Pupil Premium strategy states we will maximise all children's potential by offering them an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Disadvantaged pupils are given the opportunity to build their cultural capital in accordance with our vision to enable all pupils to dream, believe, achieve and flourish.

Children with SEND have full access to the curriculum. Teaching and tasks will be adapted to suit the needs of the child and alternative methods of recording will be provided e.g. digitally if appropriate.

IMPLEMENTATION

To ensure high standards of teaching and learning in Languages, we implement a curriculum that is progressive from Year 3 to Year 6 and that is underpinned by the requirements of the National Curriculum. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of vocabulary and understanding, French is taught across five strands:

- Listening
- Speaking
- Reading
- Writing
- Cultural Appreciation.

The first three strands are introduced all together, but children are expected to learn them in order. Cultural appreciation is intertwined within all lessons but is also taught explicitly.

The teaching of Languages throughout KS2 is based on the Culturetheque International French program. The program has a strong focus on the acquisition of accurate French pronunciation and grammar. Lessons are taught in blocks of 5 per half term, but all vocabulary and grammar taught is progressive across each year group and key stage.

CURRICULUM STRUCTURE

Curriculum breadth

National Curriculum

Languages Progression Document

Making links

Many links are made between Languages and other subjects at St Peter's, in particular with Geography and Character Education. It supports and reinforces grammatical knowledge and skills acquired in English.

Recording

In KS2 a half hour session of Languages is taught each week and there should be some record of each lesson in books. The use of some worksheets or writing frames is acceptable in languages and as an aide memoire to support children's learning. Recording may also be in the form of videos stored on the school's shared drive, independent/supported writing and/or photographs.

Teaching approaches/Pedagogy

Lessons in Languages have a strong focus on speaking and listening skills as a priority and children are encouraged to practise new vocabulary within a supportive framework of their existing knowledge of the language. Reading and writing is expected to be developed once children are confident understanding and saying new vocabulary. Lessons should be 80% verbal in LKS2 and 60% verbal in UKS2. Practical activities are encouraged to ensure that learning is engaging, rather than just 'by rote.'

Progression in Languages

Sitting below each of these is the progression document from Year 3 to Year 6.

Document: Progression Document

IMPACT

Assessing Progress

Formative assessments: Children's progress is continually monitored throughout lessons to identify those that need support and others that could be pushed further. At the end of each lesson children are assessed against the success criteria. If a child has struggled to meet the success criteria, they will be given a CTG (close the gap) task or adult support. CTG will also be used to extend, clarify and consolidate learning.

At the end of each half term, children will sit an assessment to monitor the progress they have made. Assessments focus on reading, writing and cultural appreciation. Speaking is assessed throughout every lesson.

At the end of each year teachers assess children's progress and attainment and a mark of WT (Working towards the expected level), EX (At the Expected level) or GD (Greater Depth) is given.

The subject lead collates attainment data from all children across KS2.

Supporting staff/Training:**Subject Leads:**

The subject lead undertakes annual Network Meetings for Language Leaders run by The University of Chester.

Teachers

Skills audits are carried out and those that identify a support need with the language are supported accordingly with planning and training on the Culturetheque program, which is designed to be delivered by both fluent and non-speakers. Expert speakers work within the school to support teaching and learning where necessary.

Teachers new to school/ECTs

New teachers/ECTs are provided with the progression document, assessment document, Long Term and Medium Term plans to support their teaching and a smooth transition into Languages at St Peter's.

Teaching Assistants

TAs/HLTAs are able to ask for support from their class teacher or the subject lead.

Development point:

Hold a whole-school international day to raise the profile of Languages in the school.