

Languages Policy



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Approved by:	Headteacher
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This policy is scheduled for review on:	Every 3 years or on updates

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to the Languages Policy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Safeguarding and Child Protection, ICT Acceptable Use Policies and Procedures and Curriculum Policy. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring, we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.

Aims & Principles

At East Park Academy, as part of the Manor Multi-Academy Trust (Manor MAT), we are committed to bringing the "Manor Mindset" to life within our French curriculum. The Manor Mindset, focusing on integrity, resilience and excellence, underpins our approach to fostering a vibrant, inclusive and engaging language learning environment. This policy outlines how we aim to build meaningful connections with learners, families and the wider community through the study of French, helping every learner develop the linguistic skills, cultural understanding, and character needed to communicate effectively and thrive in a multicultural world.

The Manor Mindset inspires us to encourage learners to engage deeply with the French language, fostering curiosity, creativity and critical thinking. We believe that by learning French, learners not only develop valuable communication skills but also gain a broader perspective on diverse cultures and global citizenship. Effective communication is central to our French curriculum, where we strive to ensure that learners can confidently express themselves in both spoken and written French, building a foundation that will serve them well in future education and life.

Through structured language learning challenges and compassionate support, our approach reinforces the values of resilience and reflection, encouraging learners to embrace the challenges of learning a new language, overcome obstacles and celebrate their progress. We employ diverse teaching techniques—including role-playing, collaborative projects, cultural exploration and interactive language practice—to make French engaging, fun and relevant, always guided by the Manor Mindset's commitment to excellence. By cultivating a culture of curiosity, respect and perseverance, this policy ensures that every learner connects with language learning in meaningful ways, growing into confident, capable communicators ready to engage with the world and to create brighter futures together.

Vision

At East Park, our intent for French language education is to develop a strong foundation of linguistic knowledge, skills, and character—empowering learners to contribute meaningfully to their families, community and the wider world. Our French curriculum is guided by the East Park 8 values: Voice, Creativity, Independence, Collaboration, Leadership and Responsibility, Determination, Kindness and Self-Belief. These values shape our learners' experiences, ensuring they grow into confident, capable and compassionate individuals with a curiosity for languages and other cultures.

We prioritise voice by giving learners the confidence to speak and express themselves in French, emphasising the importance of effective communication in a foreign language. Creativity is encouraged through varied activities that allow learners to explore and present language in imaginative ways, whether through role-playing, storytelling or cultural projects. We promote independence by equipping learners with the tools to practice and use the language outside of the classroom, fostering self-directed learning and resilience. Collaboration is key in language learning, as learners work together in dialogues, group activities and cultural exchanges, developing teamwork and shared learning experiences.

Leadership and responsibility are nurtured as learners take ownership of their language learning journey and explore the importance of multilingualism in today's world. We emphasise determination by encouraging learners to persist through the challenges of learning a new language, building confidence as they progress. Kindness underpins our exploration of French culture and language, fostering empathy and an appreciation of the diversity in communication styles and traditions. Finally, self-belief is cultivated as learners gain confidence in their ability to speak, write and understand French, trusting in their ability to communicate effectively in another language.

Our French curriculum aims to be purposeful, engaging and inclusive, adapting to meet each learner's needs while providing access to age-appropriate, challenging content. Ultimately, we strive for every learner to leave East Park with a strong foundation in the French language, a passion for exploring other cultures, and the knowledge, skills and character to grow both in mind and heart, enabling them to be as happy as they are successful.

Intent

At East Park Academy, we are linguists.

“Learning another language is not only learning different words for the same things but learning another way to think about things,” Flora Lewis

Our French curriculum is coherently sequenced to ensure all learning builds on prior knowledge, progressing towards meaningful goals. From EYFS and KS1, where exposure to basic French vocabulary and phrases lays the groundwork for language acquisition, to KS2, where learners develop a deeper understanding of sentence structure, grammar and conversational skills, each stage builds foundational linguistic abilities. By the end of KS2, learners are capable of holding simple conversations, understanding written and spoken French, and appreciating French culture. This progression ensures learners are well-prepared for KS3, where they will further refine their language skills, apply them to real-world scenarios, and develop the confidence to communicate in French more fluently. We blend traditional language teaching methods with modern resources to inspire language learning, critical thinking, and cultural appreciation, preparing our learners for life in a multicultural, interconnected world.

We believe that languages are an important part of our curriculum because they...

- Provide an opening to other cultures.
- Foster a curiosity and deepens their understanding of the world.
- Have a positive impact that learning a language has across the wider curriculum.
- Improve critical thinking skills.
- Enhance social skills.

Without languages, we would not be able to...

- Have a broader understanding of the world in which we live.
- Have a deeper knowledge of the English language and how the semantic and grammatical structures work.
- Converse with a more diverse population and make links with other cultures and societies.

Implementation

At East Park Academy, our curriculum incorporates the statutory requirements set out in the Early Years Foundation Stage framework and the National Curriculum but has been designed to go above and beyond this to provide learners with enriching learning opportunities that enhance their cultural capital. Our bespoke curriculum has been personalised to our school's geography and learners' unique experiences.

Our carefully designed schemes of work, supported by CGP, ensure a progression of French knowledge and skills from Reception to Year 6. The following languages concepts are at the core of our curriculum:

- Communication
- Connections
- Creativity
- Perspective

French vocabulary is also planned for and continually built upon to support learners to 'think and talk like a linguist'.

French is taught weekly in Key Stage 2 to ensure depth in coverage and to aid learner's recall and retention of their learning. Medium term plans for each topic reflect prior learning and future learning, including the future KS3 curriculum expectations, to ensure learning is well-sequenced and progressive. Links are explicitly made between their languages topics and other curriculum subjects, to further enable learners to build secure mental schema of the themes being taught. Learners in Key Stage 1 are exposed to key French vocabulary such as number to 10 or colours weekly through games or songs.

We are committed to teaching high quality computing lessons that meet the needs of our learners so that by the end of Year 6, children will:

...know	<ul style="list-style-type: none"> - How to listen to and understand the French language by picking out key words and phrases. - How to say grammatically correct French words and phrases with correct pronunciation and intonation. - How to comprehend French texts by identifying key words and phrases to help them gain meaning. - How to write sentences in French using correct masculine and feminine forms, verb agreement and word order.
...are able to	<ul style="list-style-type: none"> - Listen to and understand spoken language. - Understand the patterns and sounds of the French language. - Link the spelling, sound and meaning of words. - Engage in conversations in French. - Speak in sentences, using familiar vocabulary, phrases and basic language structures.

	<ul style="list-style-type: none"> - Speak with accurate pronunciation and intonation. - Read aloud in French using familiar words and phrases. - Present ideas and information orally to a range of audiences. - Use a bilingual dictionary to broaden their vocabulary and develop their ability to understand new words. - Write phrases from memory, and adapt these to create new sentences, expressing ideas clearly. - Describe people, places, things and actions orally and in writing. - Understand basic French grammar.
...have experienced	<ul style="list-style-type: none"> - Listening to conversations in French. - Joining in with songs and rhymes in French. - Engaging in conversations; asking and answering questions; expressing opinions and responding to those of others. - Reading French texts aloud. - Presenting ideas and information orally to a range of audiences. - Using a bilingual dictionary to develop their ability to understand new words. - Writing phrases and sentences in French. - Describing people, places, things and actions orally and in writing. - A Languages enrichment day. - Writing to and receiving letters from a pen pal in France.

Impact

Formative assessment of learner's progress takes place during each lesson through questioning, observation and written outcomes. As part of the East Park Academy feedback policy, verbal feedback is given to the learners regularly and over the shoulder marking happens where necessary so that immediate feedback can be given and acted upon.

Learners are assessed against identified criteria at least 3 times per year and this is used to identify gaps or misconceptions that learners have and to inform future planning. These assessments inform the summative assessment that teachers make at the end of each academic year. As a result, learners make rapid and sustained progress from their relative starting points.

Lessons and outcomes are monitored frequently by the languages subject lead, along with pupil voice discussions, and evaluations of these are used to continually enhance our curriculum design and delivery.

Breach of Policy

Any breaches of this Policy will be managed under the Trust's Disciplinary Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.