

Quality of Education

Languages Policy

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Date	Version No	Brief detail of change
June 2020	1.0	Policy written and adapted for the academy.
February 2021	1.1	Policy review and collaboration with teaching staff.
July 2023	1.2	Policy reviewed. Matched to curriculum updates.
July 2024	1.2	Reviewed

Requirements from IB

The language policy must:

- recognise that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication
- outline how students are to learn at least one language in addition to their mother tongue
- describe how the development and maintenance of the mother tongue for all learners is to be supported
- ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their mother tongue (the document Learning in a language other than mother tongue in IB programmes provides further details on these practices and should be read when a language policy is being compiled)
- describe how the language of the host country is to be promoted
- recognize that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document
- consider what resources and practices are to be used to involve parents in planning their children's language profile and development.

IB Primary Years Programme

In IB World Schools offering the IB Primary Years Programme (PYP), a language policy should further consider how to:

- promote inquiry-based authentic language learning
- focus on the transdisciplinary nature of language learning
- incorporate the teaching and learning of language into the programme of inquiry
- develop the skills of listening, speaking, reading, writing and media literacy
- interrelate the skills of listening, speaking, reading, writing and media literacy
- provide for the teaching of additional languages
- promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used

Making the PYP happen: A curriculum framework for international primary education contains a subject annex that explains what language teaching and learning in the PYP should look like. Together with the *Language scope and sequence*, this document should inform the construction of a language policy in a PYP school.

Contents:

1. Overview of Language
2. Language and Literature
3. Additional Language

1. Overview of Language at Leigh Academy Dartford

1.1 : Statement of Belief

At Dartford Primary, we believe that language is fundamental to the success of all student learning. Language encompasses many skills and we want to support our pupils to express themselves through speaking, listening, reading and writing. This includes communication through different languages as well as the inclusion of subject specific vocabulary linked with science, mathematics and the arts.

We believe that literacy instruction should connect to our units of inquiry, supporting pupils to cultivate a love of literacy by meeting the needs of each learner, thus building life-long readers and writers. Through lines of inquiry, teachers provide students with opportunities to use language in many different formats, including debate, role-play and learning an additional language as well as the traditional teaching of language. LAD teachers work together to make sure that language is taught in meaningful contexts.

1.2: Language Profile of pupils at Leigh Academy Dartford

The cultural and linguistic background of our pupils is diverse. The following points summarise the language profile of students currently studying at LAD:

1. 65% of students have English as their mother tongue/ native language.
2. 35% of students have other languages as their mother tongue.
3. English is the medium of instruction and is commonly acceptable to all.

At LAD, we believe that learning a second language will enrich the personal development of a child and enhance intercultural understanding and international mindedness. The school believes that the contribution of parents, students, teachers and the wider society will support us in developing a caring language community and confident language learners.

1.3: Support for Language Learners

LAD creates a supportive language community to enhance the language learning of all students. LAD is a language-rich site, with a central school library on both sites, book and resource areas in each classroom and an ever-increasing implementation of technology to further enrich language learning (such as through the use of myON and Accelerated Reader). These sites can also be accessed at home and act as an aid to parents in developing their child's language profile and development.

Staff know their students well, and are aware of those who have language needs and pupils for whom English is an additional language (EAL pupils). LAD encourages families to continue mother tongue development at home and these pupils are encouraged to share books in their mother tongue to celebrate their language and so that other children can learn from these.

LAD invests in staff and resources to support the language development of our students. Key staff are trained in NELI (The Nuffield Early Language Intervention from Elklan). NELI is designed to improve the spoken language ability of children in our younger age classrooms. Staff are also trained in our language link programme to support language development for all learners.

1.4: Parent Support for Language

Parents are encouraged to support language development at home through home learning opportunities. Parents are asked to read with students on a regular basis, check for understanding and comprehension, assist with inquiry-guided research and encourage oral communication. At LAD, we are keen for parents in our community to share their mother tongues in school to immerse our pupils in language. Parents are encouraged to volunteer and come into classrooms or share resources that are in their mother tongue for all pupils to access.

It is our objective to provide opportunities and access to resources for parents to actively participate in their child's language development and to encourage multilingualism. Consequently, we maintain clear communication with parents concerning our pupils' learning and needs as they progress through the academy. Our parents are an integral part of our learning community and provide invaluable support for language acquisition. They collaborate with the school and assist in facilitating sessions that incorporate various mother tongues. Moreover, parents also provide resources and guests for various celebrations and events at the academy, thereby promoting multiculturalism.

As a school, we believe in maintaining effective communication with parents. Below are the various methods we use to update parents about students' language learning and progress:

- **Newsletters:** Teachers inform parents of the learning (including language learning) taking place each term.
- **Terrific Tuesdays:** Parents are invited to view their child's work, including their French books, to see what has been taught.
- **Parents' Evenings:** Parents have the opportunity to discuss language learning with their child's class teacher during these evenings.
- **Online Resources:** Parents and children have access to sites such as MyOn, Accelerated Reader and Language Angels at home to support the development of their child's language skills.

2. Language and Literature

2.1: Language and the Program of Inquiry

At LAD, language is integrated throughout the curriculum. Higher level thinking, key concept questions, and extended research all lend themselves to having a strong vocabulary and language presence. Oral, visual, and written language are all present within activities. Literature selections both in class novels and supporting inquiry texts are chosen to build an understanding of the concepts within the Units of Inquiry; these selections are recorded on our [Reading Spine](#), which is shared with the learning community.

2.2: Language in the Classroom

At LAD, language is supported through a range of literacy activities such as: reading comprehension, reading for pleasure, shared writing, extended writing, classroom libraries, visuals, instructional vocabulary, word lists, daily reading of the class novel and opportunities for students to use language during presentations and collaboration.

Learning is differentiated in the classroom in a variety of ways. Students are individually assessed in their reading ability using Read Write Inc. (RWI) during EYFS and Key Stage 1. Students who are phonetically secure following RWI will move on to the use of the Accelerated Reader programme at the end of Key Stage 1 and into Key Stage 2. Accelerated Reader and myON programmes allow students to read and quiz on age appropriate, challenging texts. Teachers are able to use data provided by quizzing to support the progress and development of students and their language learning.

Students are assessed individually in their writing using teacher assessment. Writing is used to focus on meaning as much as technical skill, and self-expression is encouraged by regular intervals of written and oral reflection. The focus of the learning is for the experience to be relevant, engaging and challenging to each student.

Students are supported in their spoken language development by engaging with group projects as part of their Lines of Inquiry. As part of Quality First Teaching, questioning and peer discussions are used daily within lessons. In more specific projects, pupils may feedback in a more formal way. For example, two groups may be asked to show one another their role play, or a group may be asked to share their presentation with the whole class. Staff are supported in development spoken language through the use of our progression document.

2.3: Instruction and Assessment in Language and Literature

By studying Language and Literature, students explore the fundamental concepts of analysing text, organising text, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness. Within the PYP, students will read a variety of narrative, informational, and argumentative texts. Through literacy-based inquiry methods, students will locate, evaluate, and synthesise information in order to create new knowledge. Students who are phonetically secure will explore texts through a whole class approach and use of the VIPERS model (vocabulary, infer, predict, explain, retrieve and sequence).

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- Instruct with Reading/Writing methodologies where appropriate

- Facilitate reading in all subject areas
- Provide cross-curricular connections between texts when available
- Use a variety of texts and media including global works and perspectives
- Use formative and summative assessments to drive instruction
- Provide opportunities for students to take action within the larger community.

3. Additional Language:

3.1: Introduction

As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. It is vital that our learners develop international-mindedness in order to engage and collaborate with others in the world.

'International-mindedness is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members. It is an awareness of the interrelatedness of all nations and peoples, and is a recognition of the complexity of these. Internationally minded people appreciate and value the diversity of peoples, cultures and societies in the world. They make efforts to learn more about others and to develop empathy and solidarity towards them to achieve mutual understanding and respect.'
(Oxfam 2105; UNESCO 2015)

At Dartford Primary, we believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children, while helping to create enthusiastic learners and to develop positive attitudes to language learning and different cultures throughout life. Our Dartford Primary reading spine is regularly reviewed and updated to incorporate stories that celebrate different cultures.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2 (KS2). LAD has committed to the teaching of French to all KS2 pupils.

Dartford Primary has employed a French Subject specialist to monitor, lead and support the development of French teaching, including the provision of staff training. Our French Subject teacher collaborates with year groups and the PYP Coordinator, delivers French lessons to Years 3, 4, 5 and Year 6 students and leads our language club.

3.2: Aims

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 them develop and demonstrate substantial progress in the 4 key language skills necessary for learning French, as well as the 3 pillars of progression:

- Speaking
- Listening
- Reading
- Writing
- Grammar
- Phonics

- Vocabulary

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.

Furthermore, we celebrate children's cultural backgrounds. Children are encouraged to use their mother tongue and share their own experiences of different languages. We achieve this by creating opportunities through inquiry to explore different cultures with the view of taking action in local and global communities.

3.3: Teaching and Learning Overview

At Leigh Academy Dartford, we recognise that language learning is a shared responsibility. While specialist language teachers bring expertise in language acquisition and support students in developing additional languages, we believe that all teachers are language teachers. Every educator plays a vital role in supporting language development across the curriculum - through modelling effective communication, embedding subject-specific vocabulary, and reinforcing reading, writing, speaking and listening skills in context. Language is central to learning and underpins access to the entire curriculum; therefore, all staff work collaboratively to ensure that language learning is purposeful, inclusive, and fully integrated into our inquiry-led approach.

Our approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

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

- 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 what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.

8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

3.4: Organisation & Delivery

The Foundation Stage and KS1:

A whole school approach to MFL is desirable, so although language will be optional for EYFS and KS1 for the time being, teachers are encouraged to start introducing MFL within the school environment. Our younger pupils may take part in any activities, within any language, to inspire interest, motivate understanding and to assist general Literacy skills within these year groups. Communal areas and labels are displayed in French across all areas of the academy to encourage this early learning.

Key Stage Two:

French is taught in a whole-class setting by our specialist French lead. Lessons are planned using the Language Angels scheme of work and can be supplemented with individual ideas and experiences.

As part of our international-mindedness ethos, we have established a partnership with a French school which also allows pupils to discover other cultures through penpalling, projects and video links.

Finally we are keen to introduce links between our French curriculum and the PYP by exploring inquiry topics such as biodiversity, the Romans, the Vikings and WWII.

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

Each class has a timetabled lesson of thirty minutes per week.

French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. Pupils also have the opportunity to access Language Angels games from home.

French lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise.

Each lesson will focus on a combination of the key language learning skills (speaking, listening, reading, writing, grammar and phonics).

Our KS2 French coverage is available on the Curriculum pages of the website.

3.5: Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

3.6: Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school. The Subject Leader and Leadership Team will together monitor the learning and progression made by pupils across the key stage.

All data collated for monitoring and evaluation is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress.