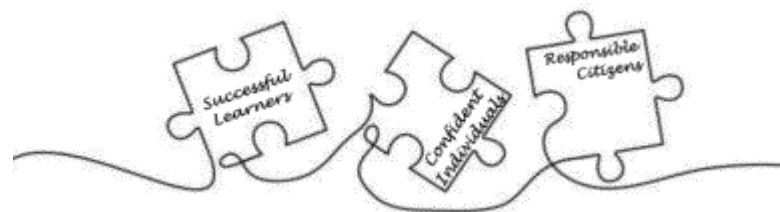




Languages Curriculum

Intent, Implementation and Impact



Intent	Implementation	Impact
At Rockcliffe, we feel passionately that our children should develop as responsible citizens, confident individuals and successful learners. As in all subjects, our curriculum in languages is designed to support these aims. We intend to ensure that all of our children acquire the knowledge, skills and understanding in languages set out in the national curriculum. It is our aim that strong cross-curricular links with other subjects are also established. We intend to imbue our pupils with in interest in, and enjoyment of, languages that will enrich their lives and form a sound basis for future learning. We aim to ensure that children see the importance of respecting the languages and cultures of people around the world and understand the way in which they have enriched the English language and British culture.	Our Curriculum At Rockcliffe, we teach the National Curriculum, supported by a clear progression model which helps ensure that skills and knowledge are taught in an appropriate sequence in Key Stage Two (KS2), building on informal learning in the Early Years Foundation Stage and Key Stage One (EYFS and KS1), and that learning is maximised for all children. Teachers and HLTAs are able to draw on their own expertise and interests to enhance their planning and delivery of the languages curriculum, extending and combining sessions as required to allow children to become fully immersed in their learning and take advantage of extra-curricular opportunities. We use the National Curriculum KS2 curriculum and draw upon the NTLT (North Tyneside Learning Trust) resources to ensure progression in the four key areas of writing, reading, speaking, and listening. We also work closely with our partners at the North Tyneside Early Years/Schools Improvement Service and the Whitley Bay Collaborative of schools, so as to access expert advice and support, including via middle school specialist teachers. We seek and create opportunities to take part in special locality or borough-wide activities. We aim to expose children to a variety of languages and cultures from the beginning of their time with us. Family members are welcomed into school to read stories, sing songs, etc. in their home languages, and staff members use story, register and transition times, such as when children are getting ready to go to break or lunch, or home at the end of the day, to reinforce understanding of simple greetings and farewells, numbers, etc. Assessment We aim to ensure that children in KS2 meet the attainment targets set out in the national curriculum programme of study for languages. We assess pupils' progress towards these outcomes using an ongoing process of observation, listening and questioning, supplemented by recordings of conversations - including via the use of Seesaw - written activities and quizzes, as appropriate.	Through carefully planned learning activities, delivered in appropriate and creative ways, children develop the knowledge, skills and understanding required to enjoy using languages, principally French, as speakers and as listeners/audience members. Children demonstrate clear enjoyment of, and confidence during, learning activities in languages lessons. They bring this positive attitude, together with the knowledge and skills learned in languages lessons, to other aspects of the curriculum. Children gain a firm foundation of skills and knowledge in the French language, which equips them for the next stage of their education. Children are keen to listen to and evaluate. Almost all children make expected progress across and between each year and meet age-related expectations (ARE) at the end of Years 3 and 4. Pupils not meeting, or exceeding, ARE are supported and challenged appropriately so as to allow them to flourish within the subject.

	At the end of each year, summative assessments are completed by class teachers and HLTAs. These are used by teachers in the following year (including those at middle school) in planning appropriate, adaptive activities which meet the needs of all pupils. <u>SEND</u> Resources, including additional adult support, are provided within the classroom (and during events and activities outside it) to support quality first teaching and adaptive teaching as required. It is important that ALL children experience an appropriately challenging languages curriculum and we take advice from relevant outside agencies where necessary to help us meet this aim. <u>Extra-curricular and Enhancement Opportunities</u> We are proud to refine and showcase our skills in, and enjoyment of, languages in extra-curricular activities and events throughout the year, for example on Bastille Day and at the Year Four French Breakfast, also in July. As staffing allows, we provide free lunchtime clubs, e.g. French Club. Our work on the School of Sanctuary programme, including events during A Day of Welcome and Refugee Week, allows us to focus on children and families whose home language is not English and whose culture differs from the traditional British model.	The MFL Curriculum Lead (currently the headteacher) is proactive in using teachers' and other assessments to identify areas requiring curriculum development, pupil support and challenge, staff development and enhancement opportunities.
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