



## Girton Glebe Primary School: Language Policy

Policy name:	Language Policy
Approved Date:	
Review Date:	



Girton Glebe aspires to provide for all who share in the life of the school a quality of experience which respects them as individuals and gives fulfilment and reward. We recognise that equality of opportunity does not necessarily mean treating everyone the same and that failure to acknowledge cultural differences can have negative influences on individual and collective identities. We positively welcome the diversity present in our school and advocate a policy of cultural pluralism which gives equal status to all languages, religions and cultures.

Girton Glebe acknowledges the central role language plays in both teaching and learning throughout the curriculum. We recognise that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. Integral to our teaching is the promotion of cultural awareness of the countries where the language is spoken. We recognise and celebrate cultural diversity and help to prepare our students to take their position in a global society; informed, tolerant and respectful of others.

Girton Glebe aims to promote the highest quality of language learning, enabling our students to communicate effectively through the school's spoken language. We ensure that students gain confidence in both native and foreign languages through progressive development of the four skills of listening, speaking, reading and writing. At the same time, we build a sound grasp of grammatical structures to underpin these skills and to consolidate learning. We value our role in providing young people with the skills needed to progress into further education.

We deliver these aims by ensuring the following:

- All teachers will be language teachers and support the development of language for all children.
- All KS2 students learn an additional language in addition to the spoken language of the school.
- English is the language of instruction and is promoted throughout the curriculum and environment
- Regular cross subject CPD supporting the development of language skills in all subject areas - e.g. acquisition of key vocabulary, scaffolding of writing, modelling and how to approach text.
- CPD on dialogic teaching and creating a learning environment where all students feel safe and have opportunity to express themselves
- Curriculum reviews occur ensuring cultural representation within the taught curriculum, including in-school self-evaluation and child voice.
- Our thriving multicultural forum (staff) meets each week to discuss strategies for diversifying the curriculum, and provides a range of cultural and creative experiences for students, as well as the opportunity to engage in issue-based discussions.
- Teachers are encouraged to access EAL (English as an Additional Language) profiles on each EAL student, and EAL students are given additional support and interventions and monitored for progress.
- Assemblies are delivered to students celebrating the diversity of cultures and languages represented in the school body and on the philosophy of International Mindedness.
- Older students become buddies to students in the lower school in a shared first language (other than English).
- The development and maintenance of first language for all learners, if not taught by the school, is supported via the provision of a specialist EAL teacher. There are also first and best language resources in the library.
- The acquisition language offered by the school is French.
- We ensure that there are practises in place to provide inclusion and equity of access to all the IB programmes offered by the school for all learners, including those who are learning in a language other than their first and best language.

**The school will:**

- Provide opportunities and support for all learners to become proficient in English
- Provide the opportunity for all learners in KS2 to learn an additional foreign language (French)
- Provide opportunities for students to maintain and develop their first and best language
- Provide information to parents, informing them about the language policy and school practices

- Provide opportunities for parents to take an active role in their child's language development
- Provide opportunities for students to demonstrate their learning through meaningful and targeted assessment practices
- Support teachers, through professional development, to meet the ongoing language needs of the students.
- The EAL coordinator:
  - Meets all EAL students on admission to support their transition and, alongside class teachers, creates an EAL profile for each child, which is stored centrally and available to all class teachers.
  - Meets with all students regularly to support progress both academically and socially.
  - Organises whole staff training to support teaching staff in implementing best classroom practice.
- The Lead Practitioner for Literacy leads on developing literacy strategies across the curriculum e.g. acquisition of key vocabulary, scaffolding of writing, modelling and how to approach text. These are also taught as a discrete part of CPD.

#### **All students:**

- Are taught language by all staff and have opportunities to read, write, view, investigate, inquire and present across the curriculum.
- Are taught literacy skills in context.
- Are encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to, appreciate and construct texts.
- Are encouraged to use self-correcting strategies.
- Have access to, and are taught through, a variety of technological and information resources.
- Are encouraged to express themselves, orally and in writing, in a variety of media and situations.
- Are encouraged to share and develop their work in a social context.
- Are encouraged to see language as a tool for thinking, inquiring, reflecting and learning.
- Are encouraged to maintain and value their first and best language and to value that of other students.
- Are given the opportunity to become proficient in more than one language.
- Are exposed to a broad range of literature reflecting a variety of cultures and perspectives.
- Are encouraged to develop a love of language and literature.
- Receive constructive and specific feedback from teachers and peers.
- Are exposed to modelling of rich language experiences.
- Are given time to reflect on their learning and to apply techniques appropriately.

#### **Practices for implementing reading, writing, oral and visual skills**

In order to promote inquiry-based language learning within the context of the PYP, our school recognises the importance of incorporating the teaching and learning of language through the transdisciplinary programme of inquiry.

The mastery of the essential language skills - reading, writing, listening, speaking and viewing - is a vital part of a child's overall development.

Reading practices:

- Reading will take place in all subject areas, and children will read across the curriculum whenever appropriate.
- A variety of practices will be used when planning for instruction, including, but not limited to, guided reading groups, differentiated reading instruction, word lists, graphic organisers and the use of levelled reading material.
- Children will be encouraged to read for information, read for pleasure, read aloud expressively and also discuss, analyse, compare and contrast the texts they read.
- Children will be exposed to a variety of genres, including multicultural literature, poetry, plays, short stories, newspapers, magazines and informational texts.
- Children will learn how to understand, interpret and respond to the ideas, attitudes and feelings expressed in various texts, to think critically about what they read and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.
- Teachers will promote and incorporate supplementary reading incentives and support programmes.
- Vocabulary building techniques will be used across the curriculum whenever appropriate, e.g. word walls, word of the day, spelling programmes, use of idioms, metaphors, and similes. (please refer to the reading policy for more details)

Oral language practices:

- Teachers will model correct language use in conversation, while being sensitive to children's cultural backgrounds and first and best language.
- Children will be provided with opportunities to develop and utilise oral language beyond everyday classroom conversations. This will be done through oral presentations, assemblies, debates, speeches, role-play, poetry recitations, songs, books on tape, listening stations and performing arts.
- Teachers will plan activities that expose students to conventions of oral language and aid them in responding appropriately to a range of contexts and audiences.

Writing practices:

- Children's natural desire to communicate through writing will be fostered by giving real purpose to their writing, and by exposing them to varied, challenging and meaningful writing opportunities.
- There will be consistency in promoting the writing process (planning, drafting, editing, proofreading, revising and publishing) throughout the grade levels.
- Children will be encouraged to focus on meaning first rather than accuracy and to enjoy the writing process.
- Children will be provided with opportunities to express themselves in writing through different genres.
- Children will be provided with opportunities to acquire, develop and use language specific to relevant subject areas.
- Constructive feedback from teachers, peers, and other adults will support the development of writing.

- Teachers will model and provide instruction in the correct use of language conventions, including spelling, grammar, rules of punctuation and handwriting.
- We will incorporate a variety of spelling strategies including spelling conventions and patterns, high frequency words and unit-related vocabulary.

Viewing and presenting practices:

- Children will have the opportunity to create visual presentations, and to use multimedia in a variety of situations and for a range of purpose and audience.
- Opportunities will be provided for children to view high quality performances in a variety of media.

### **Modern Foreign Languages (French)**

Girton Glebe recognises the importance of children developing a range of languages and learning about different cultures for their personal and educational growth. This will provide children with a multitude of opportunities to develop the attributes in the learner profile and to become effective, multilingual communicators and members of the global community. French is offered to all children from Year 3 upwards within the school week.

Foreign language teachers support the school's reading, writing and oral language practices, the IB learner profile, and the PYP attitudes, as well as the programme of inquiry, whenever and wherever appropriate. Qualified language teachers are employed to teach foreign language throughout the school.

The school library will include literature and resources in a range of languages representative of the school population.

### **Support for English as an Additional Language (EAL)**

The term EAL is used to refer to children for whom English is an additional language. Upon starting at Girton, all EAL children are assessed by teachers or the EAL coordinator and a language profile for incoming children is developed. This is used to identify those children who may need English language support. The school provides EAL support for children who need additional support. EAL support is provided using both in-class and interventions out of class. This is to enable children the maximum opportunities to use language in meaningful contexts, particularly in their interactions with fellow children and to ensure that EAL children are not excluded from valuable lessons.

### **Inclusion support for children with SEND**

Girton is an inclusive school, which aims to meet the needs of all of its children. This means that children with individual needs are supported within mainstream classes and all children are given full access to the curriculum. Teachers respond to the diverse learning needs and styles of the children in their care through using a variety of adaptive teaching strategies to deliver the programme. These strategies may include the use of pre-teaching, simplifying texts, supplementing information, providing checklists, using alternative forms of assessment and making assessment arrangements.

In cases where children's barriers to learning preclude the development of age-appropriate literacy skills and additional support is required, mainstream class teachers may refer the child to the School SENDCo. Once referred, children may be supported through classroom adjustments, small group interventions and if circumstances require, there may be some more intensively individual support provided. The school and parents will work together to develop the children's literacy skills.