

# Kirkhill Primary School

## 1+2 Language Policy



2019-2020





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### The Rationale

Kirkhill Primary School recognises the importance of language learning in building the workforce of the future. Alongside local and national priorities we have embedded a languages programme that allows our young people from P1 to P7 to engage with language learning whilst develop their cultural knowledge.

*'As a nation we must recognise and promote the numerous benefits that language learning can bring to our learners, benefits which in turn radiate out to our schools, into sustained positive destinations beyond school, and ultimately impacting and benefiting society at large.'* (Modern Languages Excellence Report)

### Aims

Our positive learning culture and ethos of attainment and achievement is the key to developing a confident and purposeful young workforce.

We continue to create projects which provide depth, relevance and enjoyment for our pupils as they work together on a range of cross-curricular activities. Collaborative professional planning between class teachers and language specialist is central to the success of this approach.

We believe that this approach addresses all priorities across the four contexts for learning and that experiential learning can help the learner to form a deeper understanding of the language and the culture.

This will equip all learners with valuable life-skills and broadened cultural horizons. This is extremely important in developing global citizenship and skills for learning, life and work. All of these positive concepts ensure excellence and equity in Languages and Internationalism.

### Weekly Time Allocation

All pupils experience regular, planned exposure to French (L2) across the school.

In the school from Primary 1- Primary 7: 1x 50 block per class per week is allocated.

### Present Position

French is co-ordinated by the Principal Teacher with responsibility for Modern Languages and Class Teachers embed the language in class routines and reinforce vocabulary as part of IDL. French (L2) is delivered once a week. In Primary 5-Primary

7 pupils are introduced to Mandarin (L3). There is a series of after school clubs and lunch time clubs that also run Urdu, Spanish and Italian.

### **Planning**

Experiences and Outcomes together with Benchmarks are used to inform planning and assessment to ensure progressions of skills from Early through to Second and in some cases Third Level.

Class Teachers incorporate 1+2 Languages into Daily Planning and ensure that embedded classroom routine language contains depth and progression. Digital technologies is integrated into Modern Languages learning and teaching to enhance relevance, purpose and engagement.

All learners from P1-P7 have the opportunity to progress in L2 continuously throughout their time on campus

This approach ensures progression in skills and in knowledge and understanding allowing learners to make links across learning and provides opportunities for differentiation which is interest based.

### **Methodology**

Pupils experience stimulating opportunities for language learning in an inclusive and accessible way.

Interdisciplinary planning in P5-7 linked to Mandarin L3 concentrates learning on transferable skills for life and work, such as those required for **critical thinking, collaboration, creativity, innovation, and problem-solving.**

Learners are required to apply the skills they have learned in new contexts as subject-specific vocabulary and phrases are acquired naturally as a topic progresses.

The focus is on developing the knowledge and understanding, skills, attributes and capabilities detailed in the experiences and outcomes.

At the early stages, skills are developed in listening and talking, and reading is encouraged by the use of classroom environmental print. By the end of First Level, pupils experience opportunities to develop a deeper understanding of grammar, reading and writing demonstrating the development of all four skills.

### **Assessment**

Evidence of progression is highlighted as the pupils move through First to Second Level.

A range of assessment strategies is identified at the initial stages of the planning process which demonstrates understanding and use of a wider range of vocabulary, writing of more complex sentences with accuracy and complexity, confidence in engaging in conversations, and deployment of strategies to read an increasingly wider range of texts.

Reflective questions are used to ensure sufficient emphasis on all four skills.

### **Monitoring**

The Principal Teacher of Modern Languages has an overview of planning and resources.

### **Other languages**

Mandarin is delivered as L3 in a six-week block at P5, P6, and P7.