



Wester Overton



Primary School

1 plus 2 Languages Position Statement

Updated Jan 2021



Rationale and aims:

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

Building the Curriculum 1

Wester Overton Primary school aims to support all children through a structured programme of study which capitalises on opportunities to plan responsively and develop modern language skills across the curriculum. In Wester Overton, pupils learn a second language from P1 (French) through their daily routine and experiences e.g. talking about the weather, greetings, routines and colours, and have experience of a third language (Spanish) from P5. In addition, all children experience Scots language through their Scottish topics, including the recital of Scots verse in January of each session.

Curriculum for Excellence guidelines state the aims of teaching a language as:

- To develop young people's 'communicative competence' so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life
- To enable children to make connections with different people and their cultures, becoming aware of the interconnected nature of language

Our pupils will be encouraged to develop a responsibility for their learning by ensuring:

- Awareness of what is expected of them through the sharing of success criteria and learning intentions.
- Provision of appropriate feedback through self, peer and teacher assessment.

- Promotion of reflection on where they are and on the next steps for progression.

Languages organisers

Within the Curriculum for Excellence Modern Languages Framework, there are three curriculum organisers and within these organisers there are sub-divisions:

1. Listening and talking

- Listening for information
- Listening and talking with others
- Organising and using information
- Using knowledge about language

2. Reading

- Finding and using information
- Reading to appreciate other cultures
- Reading for interest and enjoyment
- Using knowledge about language

3. Writing

- Organising and using information
- Using knowledge about language

Teaching and Learning Approaches

Skills development is integrated into the Curriculum for Excellence Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

In planning teaching and learning, our staff will consider each organiser and the sub-divisions across the curricular areas, taking account of individual needs and abilities. Across the Curriculum for Excellence levels, challenge and progression appropriate to individual abilities will be at the heart of learning and teaching to ensure that each child achieves his or her potential. We employ a range of active learning approaches in teaching languages, including songs, games, role play, digital technology and art.

Assessment

Wester Overton Primary staff recognise the importance of assessment in providing a clear picture of the progress each child is making and in planning for further learning to ensure consolidation and progression. Each child is given regular feedback to identify next steps and

set personal targets. Evidence of progress in developing and applying skills across the curriculum complements evidence gathered from language lessons.

The Curriculum for Excellence Benchmarks support teachers to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, or on field trips
- classwork, including assessments
- learning conversations
- planned periodic assessment.

Self Evaluation

All teachers are actively encouraged to reflect on their own practice in order to help ensure that optimum learning is maximised. Engagement with Quality Indicators is promoted regularly at whole school level throughout the school year and through moderation, individual classroom visits and forward planning meetings.

Through self-evaluation, staff at Wester Overton plan for a balance of learning and teaching approaches, progression in skills, and effective use of interdisciplinary work to deepen and extend learning in Modern Languages.

Career Long Professional Learning

Wester Overton Primary School's SLT will provide opportunities for staff to extend their skill and confidence in teaching of Modern Languages, through provision of quality CLPL experiences. Wester Overton Primary SLT acknowledges the quality CLPL to be found in providing time for staff to observe others' teaching practice, to engage in quality dialogue with other practitioners and to learn from each other and visitors to our establishment at in school in-service meetings. In keeping with this, the SLT are committed to providing a variety of quality Modern Languages CLPL experiences for staff.

