



Biscovey Academy Languages

Languages Intent Statement

'The limits of my language mean the limits of my world.' Ludwig Wittgenstein

Biscovey Academy is a school where everyone **DREAMS** big! DREAMS is capitalised within our tag line as it stands for one of our core values which underpin all the work we do here at Biscovey Academy.

D= Diversity- Learning a language is liberation from insularity. French is spoken in 88 countries and by over 360 million people worldwide. It is the language of law, of culture and of art. Biscovey students celebrate the beauty in our world's diversity by equipping themselves with the phonetical, grammatical and cultural knowledge needed to join our interconnected and globalised world.

R= Rules- We have high expectations for behaviour, routines and expectations for children. We ensure they adhere to our school rules of Ready, Respectful and Safe.

E= Empathy- When you speak to a person in a language they understand, it goes to their head. When you speak to a person in their own language, it goes to their heart. By learning to express ourselves to others, we learn to understand their expression in return. Our growing cultural and linguistic learning nurtures our naturally empathic tendencies and informs our response to those we meet. Languages then, is the Rosetta Stone for global empathy.

A= Aspirations- By exposing our students to the Francophonie world, we open their minds to new cultures, experiences and opportunities across nations and continents. Languages learning is their key to understanding others. By understanding others, they understand how to achieve in our world.

M= Motivation- Through windows into French culture, our students see a world beyond their own, their language learning is their passport to the future and drives their desire to learn more and remember more.

S= Success- For every learner of a foreign language, success is unique and personal. Giving directions to a lost visitor in their own language, ordering lunch at a Parisian café, studying languages in higher education or addressing the European Parliament; each of our students will celebrate their learning in languages.

Languages learning at Biscovey Academy centres on the development of phonetical, grammatical, and cultural knowledge as our students progress through the school. Emphasis is put on nurturing a growing confidence in both written and spoken French. Each year, an enlarging vocabulary bank, and confidence manipulating high frequency verbs, prepares our students for conversing across a globalised world. Each year, our students focus on recalling key information and ideas fluently and with an expanding vocabulary. As children progress through school, skills are built upon each year to develop a deep and precise understanding of the language's curriculum.

For many of our students, their first French lesson in Year 3 will be one of the first times they have heard a foreign language. Our curriculum is sequenced so that an understanding of French culture is built into each year, allowing students to contextualise their language learning, emphasising its global relevance.

As a proudly Cornish school, we also celebrate our own language and culture through signage, songs, and morning greetings. Our students therefore see language as an expression of their own identity, as well as an opportunity to understand others.

Driven by our Dare to Dream Curriculum, we are committed to providing access to a first-class education for all pupils, which is highly ambitious for those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are entitled to have access to a broad, balanced, and relevant curriculum, which is scaffolded and differentiated to meet individual needs. Pupils are supported to keep up, not catch up. Biscovey Academy staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development.

We recognise that children work better when they feel psychologically and physically safe. Therefore, through our curriculum offer we prioritise relationships and relentless routines.

Languages Implementation Statement

Fundamental to the teaching of languages at Biscovey is the progression of skills and knowledge as children move through the school. Teachers at Biscovey are given a Progression of Knowledge and Skills document which allows them to see a breakdown of the learning for each year group. Teaching is delivered through topics, with each lesson sequenced to ensure skills progress across units and year groups. Our students are frequently given opportunities to 'listen', 'speak', 'write' and 'immerse' themselves in French. The variety of these opportunities is fundamental to developing their love of France and speaking French.

Key language and phonetics is frequently revisited at the start of lessons. Retrieving key learning from previous years allows our students to know more and remember more.

We will use learning walks as an opportunity to ensure consistency in the quality of teaching and identify strengths within the school. This will provide opportunities for professional development and peer to peer support where teachers can observe each other and share good practice.

Central to the teaching of languages at Biscovey, is an emphasis on growing their confidence speaking to others and using written French. Through the use of whole-class digital recording and low stakes independent work, every child has opportunities to feel involved, connected and developing in their learning.

Languages Impact Statement

Biscovey linguists are confident globalised citizens, able to interact with nations, cultures and experiences from across the world. Through fostering a love of language learning, our students enjoy speaking French and understand the importance of language acquisition as a vital part of the modern world.

Achievements are celebrated in classroom displays. Regular monitoring of teaching and learning will ensure curriculum coverage and consistency across all year groups. Where gaps are identified, the curriculum is modified to ensure all children have the fundamentals they need to succeed.