

# St Cyprian's Greek Orthodox Primary Academy



## Greek Language Policy

Devised: July 2014

Reviewed and ratified by Full Academy Trust:

Date: 10/7/14

Signed: 

Name: A Tallis

Position: Chair of Education

## **Our Mission Statement**

The aim of St. Cyprian's Greek Orthodox primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek Language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for successful transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

## **Η Δήλωση της Αποστολής μας**

Ο στόχος του Ελληνορθόδοξου σχολείου του Αγίου Κυπριανού είναι να προσφέρει στα παιδιά δημοτική εκπαίδευση υψηλού επιπέδου σε ένα περιβάλλον που ενθαρρύνει την ακαδημαϊκή και προσωπική εξέλιξη, εμπλουτισμένο με τη σταδιακή εκμάθηση της Ελληνικής γλώσσας και της Ορθόδοξης πίστης.

Τα παιδιά θα εφοδιαστούν με γνώσεις, δεξιότητες και πνευματικότητα που θα τους επιτρέψουν να επιτύχουν το μέγιστο των ικανοτήτων τους και θα τους προετοιμάσουν για μια θετική προσφορά στις προκλήσεις μιας πολυεθνικής κοινωνίας.

## **Purpose of this policy**

This policy document sets out the school's aims, principles and strategies for the delivery of Greek within the Modern Foreign Languages (MFL) entitlement. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the **KS2 MFL Framework** and the **Scheme of Work for MFL**, which give details of what pupils in each age group will cover.

## **The significance of Greek**

"We interpret the term Modern Foreign Language' to include the use of any living language to communicate ideas and receive information."

1. The Greek language is historically linked to our school. St. Cyprian's is the first and only Greek Orthodox Academy in Great Britain and was established in 2000 under the auspices of the Greek Orthodox Archdiocese of Great Britain. Archbishop Gregorios, head of the Greek Orthodox Church in Great Britain, is also the spiritual leader of the Academy.
2. The teaching of Greek is included in the school's Mission Statement as a daily part of the curriculum for all pupils, with the aim to make Greek the 2<sup>nd</sup> spoken language in the Academy
3. Being a Greek Orthodox Church Academy, we believe that the Greek language best connects to our faith, values and culture, for the enrichment of our pupils, staff and the whole of the school community.
4. We are aware that Greek, compared to other MFL, is currently spoken in a small scale (about 16 million people worldwide, including Greece and Cyprus). However, it is a language that – alongside with Latin – has offered a great deal to the formation and enrichment of other languages, including English. In this context, we believe that the

teaching of Greek will enrich our pupils and facilitate their learning of English, as well as of other MFL, by developing in them valuable lifelong language learning skills. Skills that they will be able to access in the future, to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

## **Subject Aims**

The overall aim for the teaching of Greek as a modern foreign language is to enrich learning for all pupils.

### ***General***

- To increase children's linguistic competence through regular timetabled MFL sessions.
- To exploit cultural links and experiences when opportunities arise. We have links with schools in Cyprus and Greece, with video links between pupils for a number of years. Every year, our Year 6 pupils spend a week in Cyprus, together with pupils from local schools as part of a cultural exchange link the school has with Cyprus. The trip is funded by the Ministry of Education of Cyprus.
- To promote positive attitudes towards language learning through a range of learning activities.
- To develop listening skills and phonological awareness (with particular emphasis in KS1).

### ***Speaking and Listening***

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

### ***Reading***

The children will be given opportunities to:

- Read stories for enjoyment and to practice vocabulary.
- Read stories to gain awareness of the structure of written Greek and begin to learn the grapheme-phonetic relationships.

## **Writing**

The children will be given opportunities to:

- Learn how to read and write in a different alphabet e.g Greek
- Copy/ write high frequency words in Key Stage 2 e.g. days, months, name, age etc
- Write sentences describing the world around them and expressing their likes/dislikes and feelings (as per topic units)
- Write short messages in postcards and emails to aid links with other schools.

## **Curriculum and School Organisation**

Greek Enrichment is taught to all pupils through singing, greek traditional dancing, drama and traditional games.

In terms of language, children are taught specific skills, concepts and vocabulary, 3 times a week, by specialist Greek teachers, some seconded from Greece and Cyprus and others employed by the Academy.

St. Cyprian's aims to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practised. The Scheme of Work for Greek outlines which topics are covered in each year group. Greek is also part of the school day and, as such, is ongoing throughout all of children's learning.

Greek provides opportunities for teaching cross-curricular themes;

- R.E
- History
- Greek Mythology
- Global Awareness
- PSHE

## **Inclusion**

All pupils, regardless of race, gender or ability, shall have the opportunity to develop MFL capability. The school promotes equal opportunities and fairness of distribution of MFL resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of MFL by children with special educational needs.

## **Time Allocation**

Greek is taught at St Cyprian's as follows:

Early Years – 30 minutes three times a week

Years 1 & 2 – 40 minutes three times a week

Years 3,4,5,6 – 45 minutes three times a week  
Years 1 to 6 – 60 minutes of Greek Cultural Enrichment

## Planning

All weekly plans will be created using the weekly Greek planning format (see appendix 1). Weekly plans are monitored by the Co-ordinator for Greek and the SLT

## Scheme of work

Appendix 2 contains the scheme of work. This is continually updated by the Co-ordinator for Greek and the Greek staff.

## Organisation, Teaching Style and Time Allocation

During Greek sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature, Greek will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the present, practise, produce model when learning vocabulary.

## Progression

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hubs around simple verbs. For example,

single nouns and adjectives	molivi/kokkino	pencil/red
nouns with appropriate adjective	ena kokkino molivi	a red pencil
verbs in the first person	eho ena molivi	I have a pencil
verbs in the third person	aftos/afti ehei ena molivi	he/she has a pencil
verbs with nouns and adjectives.	Ehei ena kokkino molivi	he/she has a red pencil

The children are gradually asked to respond to longer pieces of Greek. Only oral Greek is presented at first, with oral responses required. When the children begin to show an interest in the written word, text will be introduced in the form of classroom labels and big books as well as the Oxford Reading Tree series (translated in Greek), which shall be used for shared reading. No writing is required until the pupils are ready, when copy writing is introduced. The general parameters for the delivery of Greek are :

- A progressive ongoing oral material
- The topics as described in the Scheme of Work (appendix 2)
- Songs (on the topics and on plays, festivals, class/singing assemblies, etc)
- Class / group assemblies
- Plays (Christmas, Easter, End of Year, National/religious festivals)
- Customs / Culture / History
- Visits
- Open day for parents
- The 3+1 week (three days of teaching and one hour of enrichment)
- 1/2 hour of Greek Mythology Years 2-6 in English

## **Assessment, Record Keeping, Reporting**

Most assessment is formative and is used to support teaching and learning and inform future planning. As the Greek teachers work through the scheme of work they record their observations where appropriate and assess the children's progress in Greek based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. This information is shared with the next Greek teacher.

If any written Greek work is produced, it is marked in line with the school policy on marking. Marking aims to reward effort, and to encourage and motivate the children. Short comments in Greek, the meanings of which are shared with the children takes place during lessons. For reporting purposes, a level of each pupil's Greek capability is given. This is based on the Language Ladder level descriptions.

St.Cyprian's is registered with the Education Office of the Embassy of Greece in London as an accredited centre for "Ellinomatheia" (the Greek Language Certificate recognised within the EU). Accredited teacher training will be offered to staff. Those who undertake it will assess pupils and award certificates to recognise the achievements of pupils. Eventually when pupils begin to achieve level 3 they will be given the opportunity to enter for external formal qualifications to be undertaken in school with a familiar teacher. These qualifications will be included in the information given to receiving secondary schools. Staff assess on a termly basis and record on Academy standard forms. Data are given to the Deputy Head teacher and Head teacher and are recorded in the pupil Tracker (School assessment system). Pupil progress meetings are taking place once a term with the assessment coordinator. Summative assessment: Greek is included in the end-of-year report to parents.

## **Monitoring**

Monitoring is carried out by the Headteacher and Deputy Headteacher.

- Informal discussion with staff and pupils
- Observation of Greek displays in class on the Greek display board
- Collection of Greek planning
- Looking at the work in individual learner files.
- Classroom observation

## **Resources**

The teaching of Greek receives a separate budget allocation on a yearly basis. A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs, and audio/visual materials. Resources are allocated to particular year groups to ensure progression and these are kept in the classrooms. Book resources are sent to the school from Greece and Cyprus from the respective Education Departments. The Greek department is also using a new teaching software developed by the University of Crete.

There is a section in the non-fiction library for read-alone dual language books.

The Greek co-ordinator, together with the Greek staff, are responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures.

### **INSET Provision**

Greek staff attend school INSET days but in addition a separate programme is organized by the co-ordinator to ensure staff follow the school's structures, procedures and policies. Greek staff from the educational missions work on a part time basis mornings only. The Academy employs three extra Greek staff to deliver the curriculum.

### **Role of the Co-ordinator**

The subject leader/co-ordinator will facilitate the development of Greek in the following ways:

- By managing the implementation of the Greek policy
- By updating the policy and scheme of work
- By ordering/updating/allocating resources
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge
- By keeping staff abreast of new developments
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments and by keeping links with the Advisory Team for MFL
- By contributing to the School Development Plan
- By management of the native speaker if available and providing a framework for the more able
- By liaising with feeder and or receiving schools
- By Continuing networking opportunities with other countries, ie, pen pals, video conferencing etc
- By continuing to liaise with respective Embassies
- By analysing data with the Head teacher

### **Exploiting Other Languages**

Opportunities for speaking another language are at present being exploited. The language identified is Spanish. This ensures that teachers other than the Greek staff can develop confidence and competence to teach a Modern Foreign Language.

Date of Next Review – September 2016

