



French Policy

Condovery and St Edward's

CE Primary Schools

Last Reviewed: October 2021

Next Review: October 2023



Rationale

At Condover and St Edward's, we consistently promote the study of a foreign language because of its increasing importance in both personal development and in global society. The National Curriculum States that, "A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world."

The experience of learning and using a foreign language allows children to explore the life-style and culture of another land through the medium of its language. It also promotes positive attitudes towards other cultures and speakers of other languages.

Learning a foreign language makes an important contribution to learning in general. As well as teaching the meaning of words and sentences (an awareness of language), it promotes social interaction and fosters sympathetic attitudes towards the culture and people of a foreign country. The teaching and learning of a Modern Foreign Language supports and develops the children's listening, speaking, reading and writing in their first language.

Finally, effective foreign language learning equips children with a skill which is advantageous to high school education, adult life and work. Success in industry and commerce depends increasingly on our willingness and ability to communicate with others in their own language, while others will use it for reading, travel, recreation and personal contacts, either at home or abroad.

Aims

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's global awareness.
- To awaken an interest in different cultures and life-styles.
- To develop children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To give a sound start for further development at Key Stage 3 and beyond.

Guidelines to Practice

- The curriculum planning should ensure progression throughout Key Stage Two.
- The teaching should be purposeful and include clear objectives for each lesson.
- Lessons should be timetabled as a six week block each term.
- To deliver the curriculum effectively, a range of equipment should be used, including the interactive whiteboard, laptop, flashcards and games.
- There should be opportunities to practise language skills as a class, in smaller groups, pairs and individually.
- Teaching should involve active learning including the use of games, songs, dance, rhymes, story-telling and role play.
- In addition to a timetabled language lesson, class teachers should look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register and classroom instructions. The children should not only use the vocabulary and phrases they have learned for basic communication but should also be encouraged to apply their knowledge in new situations.



Planning

The French curriculum has been designed with non-specialists in mind, helping to scaffold the languages curriculum and make teaching and learning French an easy, fun experience for both pupils and teachers. The units are to be taught in a linear fashion, beginning in Year 3 and following through to Year 6, so that language points already taught are referenced, reinforced and recapped while children build new knowledge and skills. Whilst the National Curriculum does not stipulate specific expectations for each year group, the Languages aims are covered in progressive difficulty from the expected outcomes in Year 3 units to more demanding language expectations by the end of the Year 6 units. We use the Twinkl scheme of work. The planning for each year group is split into themes. Each theme includes detailed lesson plans containing a lesson presentation, creative and differentiated lesson activities and resources including key vocabulary. Throughout each unit, whenever new language is presented, children are given repeated opportunities to practise and produce the target language. Those points will then be recapped in later lessons and units.

Equality

We believe that all children have equal rights to all aspects of the school. We aim to actively challenge any examples of inequality or stereotyping especially those based on race, beliefs, culture or sex. In order to ensure pupils with SEND access the full French curriculum, teaching staff will provide the appropriate support.

Assessment and Record Keeping

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. Pupils' achievements in French will be assessed termly using pre and post assessments.

Role of the co-ordinator

- Take a lead in policy development
- Plan the sequential progression of French teaching across the school
- Monitor the effectiveness of the teaching of French
- Support colleagues, including induction of teachers new to the school.
- Attend and provide CPD
- Make resources available for a range of purposes.
- Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.

Monitoring and Evaluation

The subject co-ordinator is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This will be through lesson observations, pupil interviews, staff interviews and work scrutinies.