



French Policy Statement

Introduction

Our curriculum has been organised and established in consultation with the subject leader and staff. It is continually developed through evaluation with and feedback from teaching and support staff.

Languages is a subject within the National Curriculum 2014 for pupil at KS2. This policy outlines the guiding principles by which this school will implement Languages in relation to the teaching and learning of the National Curriculum 2014. It sets out a framework within which all staff can co-operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff with classroom responsibilities. It is also intended for Governors, parents, inspection teams, Local Authority Advisory/Improvement Officers and copies are available upon request from the school office and on the school's website.

It is the role of the Headteacher and Languages Subject Leader to ensure that the policy is successfully implemented.

Intent

At Avondale, our intention is to inspire a love of language in all pupils enabling them to become lifelong language learners who welcome and celebrate differences in our world.

We believe that we have a duty to provide our children with an understanding of other cultures and languages so that they will have a deepened ability to show respect and understanding thus playing a valuable part in our global society. Learning a language enriches the curriculum, providing excitement, memorable experiences, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

The national curriculum for Languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and
- discover and develop an appreciation of a range of writing in the language studied.

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.' National Curriculum 2014

Avondale School aims:

- To develop an interest in learning other languages
- To introduce pupils to another language in a way that is enjoyable and stimulating
- To develop confidence and creative skills through the exploration of another language
- To stimulate and encourage children's curiosity about language
- To help children develop their awareness of cultural differences in other countries
- To develop listening, speaking, reading and writing skills
- To lay the foundations for future language learning

Implementation

How languages are structured throughout our school

Our chosen language for KS2 is French, based on popularity of choice at KS3, staff knowledge and availability of quality resources.

We are using the Primary Languages Network Scheme of Work accessed by a Virtual Learning Environment (VLE) containing planning and resources. This scheme has been adapted, refined and personalized to meet the needs of learners at Avondale school and to support teachers who are not language specialists to competently teach the subject.

French will be taught by the class teachers in KS2. Lessons will follow the subject specific MTPs generated from the VLE. *This ensures progression between year groups and ensures full coverage of the NC2014. The model plans are adapted and modified to suit children's interests, current events, teaching style, the use of any support staff and the resources available. Any modification will not overlook any statutory requirements of NC2014.*

There are 3x 1 hour lessons per half term. It is at the teacher's discretion as to how and when these are taught. Suggestions include all 3 lessons in a 3-week block or 1 lesson every other week over the half term. Class teachers are advised to supplement the lessons at other times during the week by playing games, repeating songs and activities. A 'little and often' approach works best with languages. The scheme of work model supports an initial teaching input with activities completed frequently throughout the school day. For example, children may learn to count to 10 and then this can then be applied during a maths lesson or PE.

The contribution of French to teaching in other curriculum areas

Language learning stimulates children's creativity: Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports oracy and literacy: Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Language learning leads to gains across the curriculum: Children approach a broad range of learning activities in a new and challenging context; these relate to mother tongue literacy, to mathematics and other subject areas such as geography, music and citizenship. This can lead to deep learning and significant gains in their general understanding as they recycle and

reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.

Language learning supports and celebrates the international dimension. Although it enjoys much more linguistic diversity than in the past, England remains a place where the motivation to learn another language is affected by the position of English as a widely spoken, world language. This makes it even more important that we give all children the chance to learn a language in order to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities and those of other people.

SEND

All pupils, including those with SEN's, are entitled to participate in French activities as prescribed by the National Curriculum. Certain provision may need to be made in terms of:-

- extended time either prior to or following the lesson to develop knowledge and understanding. This might be seen in Pre-Teaching Vocabulary groups or Same Day Intervention sessions
- adapted activities with visual representation of vocabulary and multi-sensory learning
- teacher/TA support
- adapted recording systems
- further aids or adapted equipment to allow access to practical activities.

Equal Opportunities.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability and including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Continuity and progression is facilitated by the structure and content of the Scheme of Work.

Inclusion

The school is committed to providing effective learning opportunities for all children. Our school aims to provide a French curriculum which meets the specific needs of individuals and groups of children.

This includes the three essential principles of:-

Setting suitable learning challenges

Responding to pupil's diverse learning needs

Overcoming potential barriers to learning and assessment for individuals and groups of pupils by using classroom assistants (where available) to support the work of individual children or groups of children.

Resources

Our school has a wide range of resources to support the teaching of languages across the school. Classrooms have a range of basic resources, with other resources being kept in a central area.

Impact

Assessment, Record Keeping and Reporting

Assessing work in French is done by making observations of the children working and recording progress made against the learning objectives for that lesson. A termly summative assessment will be made for each child (based upon class work completed through the term and an end of term assessment) which is collated and analysed by the subject lead. Children are also encouraged to maintain a self-assessment document throughout the term. At the end of the

year, parents are given an overall grade for their child's attainment in French. Each teacher passes this information on to the next teacher at the end of each year.

Due to the practical nature of French, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record which can be recorded in the children's French books along with some writing activities. These are monitored by the subject lead. Marking and feedback is completed in line with the school's marking policy.

Monitoring and Evaluation

Monitoring of the standards of teaching and learning in French is the responsibility of the subject leader in consultation with the head teacher. Planning, book scrutiny, pupil voice and lessons will be monitored as part of the Whole School Monitoring and Evaluation policy on a rolling programme. Key strengths will be identified along with issues for development. Any additional actions to be taken are noted on the French action plan for that school year. Subject leaders meet termly with the whole school curriculum lead to report and discuss findings and feed-back at weekly staff meetings. The subject leader produces an Action Plan at the start of each year and an annual Subject Report for the SLT and Governors in the summer term.

The Role of the Subject Leader

The subject leader for French is Karen Morgan.

It is the role of the subject leader to:-

take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in French throughout the school.

support colleagues in their development of detailed work plans and implementation of the scheme of work.

monitor progress and attainment in French

take responsibility for the purchase and organisation of central resources for French.

keep up-to-date with developments in French education and disseminate relevant information to staff.

produce an Action Plan at the start of each academic year

produce a report to Governors at the end of each school year.

Their role is defined in detail in their subject leader job description and is linked to teacher appraisal.

Governors

The link Governor for French is **Natalie Banks**. They have the responsibility of meeting with the subject lead at least once during the year to discuss data, development of the action plan and any other issues. The link Governor will then provide a report to feedback to the Full Governing Body. In addition to this, the subject lead will write an end of year report to be discussed and accepted at the Autumn Curriculum Committee Meeting.

Background Documentation

This policy was informed by reference to National Curriculum documentation 2014.

Review

This policy will be reviewed by the Headteacher and all the staff every two years and amendments presented to the Governing Body.

Date of next review : **May 2027**