



French Policy

Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee:
09.01.17

Review Date: February 2021

Signed

Headteacher: *S. Norton*

Chair of Governors: *A. Primi*

Introduction

“Learning a foreign language is 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 in England: Languages Programme of Study 2013)

It is statutory for all children in Key Stage 2 to learn a language. At Thakeham Primary School the chosen language is French. This policy outlines the teaching, organisation and management of French taught at our school.

Aims

- To foster an interest in learning another language.
- To gain enjoyment, pride and a sense of achievement.
- To explore their own cultural identities and those of others.
- To understand and respond to spoken and written language from a variety of authentic sources.
- To 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.
- To discover and develop an appreciation of a range of writing in the language studied.
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Expectations

In line with the Key Stage 2 National Curriculum, pupils will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are
- reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express
- ideas clearly
- describe people, places, things and actions orally* and in writing

Organisation & Planning

French may be taught by classteachers and or our HLTA. Teachers plan using the 'Languages' resource pack interwoven with explicit cross curricular opportunities and a variety of songs, books etc. I languages contains step by step lesson plans with objectives, success criteria and assessments mapped to the new National Curriculum and Key Stage 2 framework for Languages. It has a strong phonics focus and uses Talk4Writing and Kagan co-operative learning methodology to enhance interaction and progress. Our long term plans have been developed with an SLE (Specialist Leader in Education) for French and staff receive ongoing support through this link as appropriate.

Each class has a timetabled lesson of an hour in alternate half-term blocks of 6/7 weeks. However French is also used throughout the day in greetings and references to vocabulary throughout the school. French can also be revisited in short sessions throughout the week to help consolidate knowledge and ensure new language is retained.

Individual lesson plans are used from 'ilanguages' and other links found on the long term plans. The lessons provide a variety of sources to model the language and it uses games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work informally in books which are passed through the years and become a portfolio of their learning.

Assessment

Children demonstrate their ability in French through speaking and listening and reading and writing. Key assessment points are built in as part of the 'ilanguages' programme. Teachers make informed judgements during lessons through discussions including the use of talk partners, question and answer techniques and observation. Children are encouraged to take part in a range of self/peer-assessment and evaluation activities, reviewing their learning against objectives and their Toolkits. Teacher feedback/marking helps to inform future learning to support pupil progress.

As part of the annual report to parents, an effort and attainment grade are provided at the end of the year as part of the assessment process.

Resources

A variety of resources are used both from the 'ilanguages programme' and other cross-curricular links. Each year we host a French speaking Belgian student to enrich our languages work and we try to link with French speaking schools wherever possible to develop and embed our French language learning and to provide a real life learning context as part of our Curriculum Driver work.

The Role of the Curriculum Leader

Key aspects of the French Leader's role include:

- monitoring of standards in French and the use of this to inform the French SWOT document and action plan
- provision of quality leadership and management of their subject to secure high quality teaching and learning
- playing a key role in motivating, supporting and modelling good practice for all staff
- taking a lead in policy development and review
- being proactive in seeking and attending professional development opportunities
- reporting to the Headteacher and Governing Body on French language related issues.
- planning and organising the allocation and purchase of resources in accordance with available budget.

Monitoring and Evaluation

Monitoring and evaluation is carried out on a number of levels e.g. Class teacher, Curriculum Leader, Headteacher, Governors, Advisors and Ofsted/HMI all with the central aim of enhancing teaching and learning.

Monitoring may be through a range of methods including,

- assessment of pupils' work
- scrutiny of planning
- lesson observation
- Pupil Conferencing
- Staff discussion and feedback

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

Inclusion

Learning will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Children who have a previous French language background may be used to positively support peer learning, which also serves to celebrate the cultural background. See our SEND/MAP/Equalities Policy.