



Policy title: MFL - French

Date created: April 2020

Date ratified:

Next Review Date: April 2023

Signed:

1. Introduction

At Great Wilbraham, we want all our children to be confident, resilient learners. We believe that learning another language opens up the opportunity to have a wider understanding of the world and other cultures. We expect children to feel equipped to express their thoughts in another language and to understand and respond to its speakers. Teaching in KS2 will pave the way for further language learning in preparation for KS3. At Great Wilbraham, all contributions are valued.

2. Quality of Education

2.1. Intent of the Curriculum

Curriculum design and coverage

Our curriculum intent for French is:

- DIVERSITY – promotion of a different culture
- VALUES – supportive atmosphere and learning from others
- ASPIRE – developing vocabulary and language
- RESILIENT – positive attitude towards all aspects of French: spoken, listening and written
- THINK CRITICALLY – when we and others select the most effective way to phrase a sentence
- ENGAGING – use of specifically tailored resources

At GWPS our curriculum is at its most effective when:

- It is CREATIVELY taught and practical; children are engaged and have a love of learning
- When children are CONFIDENT to ask questions, try new approaches and learn from each other;
- We are CARING about the diverse world around us and TOGETHER we go on a journey of self-discovery.

2.1.1. Knowledge and skills

At KS2, we aim for all our learners to:

Speaking and Listening

- Listen attentively to spoken language and show understanding by joining in and responding;
- Explore the patterns and sound of language and link the spelling, sound and meaning of the words;
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help;
- Speak in sentences using familiar vocabulary, phrases and basic language structures;
- Present ideas and information orally to a range of audiences.

Reading and Writing

- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- Read carefully and show understanding of words, phrases and simple writing;
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material;
- Describe people, places, things and actions orally and in writing;
- Write words from memory and adapt these to create new sentences, to express ideas clearly;
- Understand basic grammar appropriate to the language being studied.

SEND

The teaching of a Modern Foreign Language gives every child a chance to take part and enjoy a new language. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a modern foreign language and can apply the skills and strategies they have learnt.





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In our KS2 classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

1.1.1. Cultural capital and diversity

Children are exposed to a different culture through the learning of French and will:

- Develop an enthusiastic and positive attitude to other languages and language learning;
- Develop language skills and language learning skills;
- Raise awareness of aspects of their own language and make comparisons with the foreign language, thereby enriching their understanding of both;
- Become aware that language has a structure, and that this structure differs from one language to another;
- Become increasingly familiar with the sounds and written form of a modern foreign language;
- Gain enjoyment, pride and a sense of achievement;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions;
- Increase cultural understanding by learning about different countries and their people;
- Explore and apply strategies to improve their learning;
- Form a sound basis for further language learning at Key Stage 3 and beyond.

1.2. Implementation of Teaching and Learning

We use Rigolo, which is an interactive programme for teaching French. Years 3 and 4 will complete the Rigolo 1 and Year 5 and 6 will complete Rigolo 2. This is taught over the two years to allow for consolidation. Rigolo provides the non-specialist with:

- Interactive resources that engage all pupils and make learning French accessible and fun;
- Teacher support material, including the Virtual Teacher who offers invaluable support in demonstrating new language;
- Opportunities to measure pupils' progress and reward achievement using Rigolo reward certificates and Language Ladder records.

1.2.1. Subject knowledge: Long Term Planning

A long-term plan for French has been created by the MFL lead using the units from Rigolo 1 and Rigolo 2.

1.2.2. Formative assessment

Teachers make assessment of pupils from observations in sessions. This enables teachers to support or extend the pupils throughout the year.

1.2.3. Preparation for next stage of education

- Using the National Curriculum document ensures that the children have achieved the necessary skills in order to aid them to be ready for the next stage of their education;
- Specific liaison with secondary schools for any pupils requiring additional support;
- There are clear transition meetings between members of staff about individual pupils in the summer term.

2. **Behaviour and Attitudes**

2.1. Attitudes to learning and resilience in a positive and respectful classroom culture

- All children are required to participate, at their level, in all aspects of French lessons;
- Praise and encouragement are given in a non-threatening environment;
- All answers are considered and given acceptance;





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- No child's answers are ridiculed;
- Making mistakes is perceived as a way to move on in our learning.

2.2. Supporting colleagues

- Rigolo is a programme, which is designed to support non-specialist French teachers;
- Staff have opportunities to observe lessons given by MFL-French lead who is a fluent French speaker;
- MFL lead is available to answer questions and provide support.

3. **Personal development**

3.1. Social, Moral, Spiritual, Cultural

Children will:

- Work together in pairs and in groups;
- Support and encourage each other;
- Make an active contribution in French lessons;
- Understand, appreciate and contribute to a positive mind-set culture.

4. **Leadership and management**

4.1. Roles and responsibilities

Leadership

- To lead in the smooth running of the teaching of French in the school;
- To monitor the coverage of the Rigolo programme;
- To help promote the importance of learning another language;
- To support other members of staff with the teaching of French.

Staff

- To adhere to the policy and ensure coverage of the Rigolo programme in a supportive and fun atmosphere.

Children:

- To be positive and always try their best;
- To encourage and be supportive of others.

4.2. Working with governors

- Governors regularly visit the school and meetings are held to discuss progress and the contents of the RAP;
- Learning Walks and Deep Dives take place with governors and subject leaders on a regular basis;
- Governors are given an annual update on their subject.

4.3. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Curriculum planning, teaching and learning and the behaviour strategies take into account pupil's age, aptitude, gender, ethnicity and special educational needs. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

4.4. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates.

TOGETHER we are CARING, CONFIDENT and CREATIVE learners





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5. Links to other policies

- 5.1. Curriculum Policy
- 5.2. Assessment Policy

6. Appendices

