



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***French
Policy***

Our Mission Statement is:

'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

1. Statement of Intent

At Roe Lee Park, we recognise that learning a modern foreign language is a statutory entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write another language during Key Stage 2 will provide the basis for learning other languages, which will in turn provide important opportunities for future study and work in our countries.

We aim:

- To develop children's experience of language acquisition and encourage curiosity about languages.
- To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing.
- To extend their knowledge of how language works and explore differences between French and English.
- To strengthen their sense of identity through learning about culture in French speaking countries and compare it with their own culture.
- To know/ understand what it is to be British and to make comparisons between British and French culture.

To accomplish this, we will help them to develop and demonstrate substantial progress in the five key language skills necessary for learning French:

- Speaking
- Listening
- Reading
- Writing
- Grammar

These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the different languages they know and use.

2. Legal Framework

Our curriculum will ensure a progression of skills and knowledge throughout each Key Stage focused on the National Curriculum based on the needs of our pupils in our school. It will follow guidelines set out in:

DfE (2013) 'National curriculum in England: geography programmes of study' DfE (2021) Statutory EYFS Framework

3. Roles and responsibilities

Subject Leader

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Liaising with the head and Senior Management Team in the writing of the School development plan and SEF relating to the teaching of French.
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in MFL and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Teachers

1. Acting in accordance with this policy.
2. Ensuring progression of pupils' MFL skills, with due regard to the national curriculum.
3. Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
4. Liaising with the MFL coordinator about key topics, resources and supporting individual pupils.
5. Monitoring the progress of pupils in their class and reporting this on an annual basis.
6. Reporting any concerns regarding the teaching of the subject to the MFL coordinator or a member of the senior leadership team (SLT).
7. Undertaking any training that is necessary in order to effectively teach the subject.
8. Setting tasks which can have a variety of responses.
9. Providing resources of differing complexity according to the ability of pupils.
10. Setting tasks of varying difficulty depending on the ability group.
11. Utilising teaching assistants to ensure that pupils are effectively supported.

Support staff

1. Assisting the class teacher as directed.
2. Supporting children with specific needs.

Governors

1. Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum.

4. Teaching and Learning

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children, whilst also complying with the requirements and guidance on inclusion.

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.
- When ready and only where appropriate, can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

5. The Curriculum:

Pupils in Key Stage 2 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 simple conversations; ask and answer questions; express opinions and respond to those of others.
- 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 an audience.

- 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.
- Describe people, places, things and actions, orally and in writing.
- Understand basic grammar, including; feminine, masculine and neuter forms and the conjunction of high frequency verbs; key features and patterns of the language; how to apply these, for instance to build sentences.

6. Planning:

1. The MFL curriculum follows units agreed by the Staff and linked in to the school assessment tools ensuring coverage of the National Curriculum Programmes of Study. It is reviewed annually to ensure current initiatives are included.
2. Planning is completed on a medium term plan to illustrate skill development, lesson content, learning objectives, resources, support and challenge and assessment.
3. As we understand that there are many different abilities in each class, we ensure that each unit of work has sufficient support and challenge to allow all children to work at their level of challenge. Planning may be monitored by the MFL co-ordinator.
4. Resources are stored in classrooms and central storage facilities. All staff may access them, but they are responsible for their prompt and orderly return.
5. The school's resource base contains dictionaries, textbooks, teacher prepared materials, pictures, videos, DVDs, and published materials.

7. Assessment and Recording:

1. Children's progress should be monitored through observation and by using planning and learning objectives linked into the school assessment system/data collection.
2. Pupils are encouraged to record their work using a variety of methods and thereby communicate their findings to others. These may include oral and written conversations, pictures and role play activities. Examples of children's work will be retained to provide evidence.
3. Feedback to pupils should be provided on their attainment against the objectives of MFL.
4. Pupils are encouraged to improve their own learning performance through the school marking and feedback policy.

8. Cross curricular links:

Whilst French is taught as a discreet subject at Roe Lee Park, some PSHE links can be made as pupils will expand their knowledge of the world and the people within it as they learn about French culture and compare practices with their own.

9. Homework:

This may be set at the discretion of the teacher.

10. Equal opportunities:

1. All pupils will have equal access to the entire MFL curriculum.
2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all MFL lessons.
3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support, will be provided where necessary.
4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
5. Roe Lee Park aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as Killer Questions.

Policy written by: Rachel Welsh
Date: 21.09.2022
Review date: 01.09.2023



