

Modern Foreign Language (French) Policy



Introduction

We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society.

Aims & Objectives:

The overall aim for Modern Foreign Languages is to enrich learning for all pupils in a broad curriculum by understanding, speaking and writing with increased confidence and independence.

We seek to ensure that:

- Teachers develop confidence and competence to teach Languages and over time begin to use Languages effectively in their teaching of other subjects.
- We foster an interest and enjoyment because pupils learn more effectively if they are enjoying what they are doing.
- ICT is used across the school to motivate pupils and to support teachers with model pronunciation.
- We make use of native speakers within our community, wherever possible.
- Young children are introduced to another language in a way that is enjoyable and fun.

The school endorses a distinctively primary approach to language learning by:

- Providing a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language.
- Using active learning to engage motivation.
- Using games and songs to maximise enjoyment.
- Embedding languages in class routines and school life.
- Integrating language learning across the curriculum to connect with learning in other areas.

Statutory Requirements and the Curriculum:

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3 and beyond. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary (Primary National Curriculum 2014).

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French is the modern foreign language that is taught in our school. The curriculum that is followed is based on the guidance given in the revised National Curriculum, using the La Jolie Ronde (LJR) French scheme of work as a basis. The children are taught to know and understand how to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Work in pairs and groups, and communicate.

During French sessions children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task. By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts.

Organisation of French:

Delph Side Community Primary School has chosen to deliver the requirements of the Foreign Language Curriculum through the La Jolie Ronde (LJR) French Language Scheme of Work. This provides detailed short term plans which cover the requirements for each year group. This ensures that particular language learning strategies are taught, appropriate skills are practiced and there is continuous progression as pupils move through KS2.

It is expected that all KS2 children will take part in a French day towards the end of each half term, meaning that over the school year there will be 6 French days in total, in order to meet the government set attainment targets.

French days are delivered by the class teacher with planned reinforcement activities delivered and all teachers have a set of expectations/non negotiables to follow for the day. These including the following:

- Teachers should teach lessons in sequence.
- Teachers should teach 2 - 3 lessons during a French day depending on content.
- Children should complete writing tasks relevant to the lesson.
- Teachers should plan and prepare lessons in advance.
- Children to try different French food during the day.
- Videos and photos taken throughout the day must go on Facebook, Seesaw and class pages on the website.
- Date to be displayed on the board in French.
- Vocabulary from scheme of work to be used and displayed during lessons.
- French flag and bunting to decorate the classroom.
- Trialling from 2021 using a French Floor Book instead of the La Jolie Ronde work books. Floor books will display photos, writing tasks and other evidence from French days.

Language learning may also be integrated into the daily routines of the school day. Each KS2 class teacher can use basic French classroom vocabulary throughout the day and sometimes expect the pupils to do the same. French is now taught on French days to allow for excitement and a great amount of time dedicated to the teaching of the French language.

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Resources:

All members of the KS2 teaching team have been given a copy of La Jolie Ronde planning and resources. All resources and plans are on the teacher drive on the computers and can be accessed at any time. The La Jolie Ronde Scheme of Work has flashcards, interactive whiteboard files, songs and native pronunciation files of key vocabulary packaged with it. All these resources are available in every classroom.

RESPONSIBILITIES

Governors:

The governing body will be informed of significant developments within the subject area and, if necessary, their approval will be sought. A subject governor will receive a report from the subject leader and will meet to discuss the report if necessary.

Headteacher:

Alongside the senior leadership team and the subject leader, it is the headteacher's responsibility to monitor standards and ensure statutory responsibilities are being met.

Subject Leader:

The subject leader will facilitate the development of Languages in the following ways:

- By managing the implementation of the Languages policy;
- By updating the policy and scheme of work;
- By ordering/updating/managing resources;
- By keeping staff abreast of new developments and INSET opportunities;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments
- By liaising with feeder and receiving schools;
- By monitoring the curriculum through learning walks, floor book scrutiny and pupil attitudinal questionnaires;
- By providing feedback to the governing body through the preparation of a subject report.

Teachers:

The responsibility for ensuring coverage of the content of the KS2 curriculum for Languages lies first with the subject leader but ultimately with the individual teacher.

Assessment:

As the class teacher works through the scheme of work they may record their observations where appropriate and assess the children's progress in the

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target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. Teachers assess French at the end of each half term by making a judgement as to whether children are working at age related expectation (ARE), working towards ARE or working beyond ARE, greater depth (GD) within the subject. Some samples of children's written work, photo or video evidence will be collected and kept by the Languages Subject Leader.

Monitoring & Review:

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Languages. The subject leader is responsible for supporting colleagues in the teaching of languages, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Languages subject leader will maintain a proactive approach to agreeing non-contact time for monitoring and evaluation. This may include evidence of book scrutiny, monitoring of planning, learning discussions with children or learning walks. Evidence of monitoring and evaluation will be included in the subject leader file.