**Languages (French) – Delph Side Community Primary School**

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace**learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

**Intent**

At Delph Side Community Primary School, we aim to provide high-quality and engaging French lesson that educate and inspire.

Our French curriculum provides learners with opportunities to orally rehearse and practice another language as well as develop their reading and writing capabilities in French. Through our French lessons, learners develop a working understanding in French which enables them to ask questions, respond and recognise and make sense of another language. As well as developing their knowledge and understand of language, we provide cultural opportunities for our learners to fully embrace French as more than just a language, but to understand France as a culture and how it compares to where our learners are from.

**Implementation**

At Delph Side, we follow the La Jolie Ronde scheme of work for French. Subject leaders and teachers will plan and use the following when preparing French lessons:

* French key skills and vocabulary progression documents. These documents clearly indicate progression through and across KS2.
* A series of lesson which are planned for progression and depth in French.
* Games that enhance and deepen knowledge of language and new vocabulary.
* Enrichment opportunities to enhance the learning experience.
* Themed French days to focus learning and to develop a cultural atmosphere.

**Impact**

Our French curriculum has been well thought out and has been planned to demonstrate progression of skills.

In addition, we measure the impact of our curriculum through the following methods:

* A reflection on skills achieved against the planned outcomes.
* Pupil discussion about their learning; which includes discussion on their thoughts, ideas, processing and knowledge of the French language (PAQ).
* Learning Walks
* Book Scrutiny
* Staff Attitudinal Questionnaire (SAQ).

**Languages (French) Policy**

**Aims:**

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 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.
* To make use of native speakers within our community, wherever possible.

The school endorses a distinctively primary approach to language learning:

* Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language.
* Use active learning to engage motivation.
* Use games and songs to maximise enjoyment.
* Embed languages in class routines and school life.
* Integrate language learning across the curriculum to connect with learning in other areas.

**Statutory Requirements**

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).

**Dissemination**

This policy, and all subsequent changes in practice due to developments in the subject [at a national level] will be shared with all staff at regular staff meetings.

**Resources**

All members of the KS2 teaching team have been given a copy of La Jolie Ronde planning and resources. The file is kept in the headteacher’s office. The La Jolie Ronde Scheme of Work has flashcards, interactive whiteboard

files, songs and native pronunciation files of key vocab packaged with it.

All these resources are available in every classroom. Each KS2 class has a set of French dictionaries. We will continue to purchase further resources to aid the teaching of French across school as we identify what we require.

**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 annually.

**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;
* By providing feedback to the governing body through the preparation of a subject report and meeting with the designated governor for FL

**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**

Currently all assessment is formative and is used to support teaching and learning and inform future planning. 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 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. Some more formal assessment is due to be developed. Written Languages work is marked in line with the school policy on marking. Some samples of children’s written work, photo evidence, video evidence etc will be collected and kept by the Languages Subject Leader.