



**Welholme**  
Academy

# Languages Policy

## Definition

In French we learn about the people, lifestyle, culture and language of France and other French speaking countries.

**Date produced – April 2022**

# **Intent**

## **Purpose of Study**

Learning a foreign language provides an opening to other cultures and 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 communicate ideas, facts and feelings in speech and writing. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## **Aims**

Teaching of French at Welholme Academy 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
- can write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- discover and develop an appreciation of a range of writing in the language studied.

# **Implementation**

## **Organisation**

French is taught weekly in KS2 and topics where possible, topics are linked to the wider curriculum. Lessons include a combination of all four strands of listening, reading, writing and speaking. New vocabulary is introduced each lesson and recorded in a green languages book.

## **Resources**

At Welholme Academy French language lessons are taught using the 'CGP Salut!' programme, this programme gives the children access to accurate French pronunciations, songs, stories and games.

At Welholme Academy we understand the importance of first-hand experiences for our children and visits are encouraged where possible.

## **SEND**

All children at Welholme Academy will access quality first languages teaching and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in French, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in French with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in French some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to French are minimised.

Support in French can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in French as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

## **Impact**

### **Assessment**

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in French books links to basic skills to promote a high standard of spelling, punctuation and grammar across the curriculum. Marking also links to geographical knowledge such as identifying locations and to ensure grammatical accuracy. Proof of Progress quizzes are used in theme lessons to help children retain knowledge. This also enables children to assess their own learning and identify targets for their future work. In turn this supports teachers in providing feedback for children's work. Summative assessment is carried out yearly to indicate if a child is working towards, at or above age-related expectations. Children are assessed against the relevant National Curriculum statements for French which are listed in the subject overview document.

### **Safeguarding & Child Protection**

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website [www.welholmeacademy.com](http://www.welholmeacademy.com) or speak to one of the Pastoral Team.

### **Equalities**

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

### **Monitoring and Evaluation**

French is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in French throughout the school, and the languages Subject lead will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

**Produced by: Kirstie Clarke and Louise Caster**

**Date for review:**