



## West Heselton CE Primary School Curriculum statement for the teaching and learning of MFL

<b>ETHOS</b>	<p>“Children are at the centre of all we do”</p> <p>We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.</p> <p>The hallmarks of a Christian life lived well are –</p> <p>· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness</p> <p>Galatians 5:22 – 23</p>			
<b>SCHOOL INTENT</b>	<p>As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.</p> <p>To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.</p> <p>Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</p>			
<b>SUBJECT INTENT</b>	<p>At West Heselton, our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum, allowing opportunity for children to gradually build on their skills. Our French curriculum enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our curriculum is the desire to expose children to authentic French, so it offers regular opportunities to listen to and speak to a native French specialist (their teacher).</p> <p>In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These are embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. In KS1 children are exposed to the French language through taster sessions, with Year 2 receiving some basic French teaching alongside Years 3 and 4.</p> <p>Through our French curriculum, we intend to inspire children to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.</p>			
<b>UNDERPINNED BY</b>	High expectations	Modelling	Fluency	Vocabulary
	All children are expected to make at least good progress from their starting point and achieve their full potential.	Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.	Children apply the skills taught confidently and independently across the curriculum.	Ambitious vocabulary is taught explicitly and can be used by children appropriately.

<b>IMPLEMENTATION</b>	Skills, knowledge and vocabulary are taught following the North Yorkshire Scheme and adapted for our setting.			
	<b>Dedicated Teaching Time</b> Lessons are delivered to pupils by a specialist, native speaker to ensure pupils hear high quality vocabulary, grammar and pronunciation. Work is mainly verbal with some written work to consolidate learning and promote writing in a second language.	<b>Cross Curricular</b> This subject is taught with links made to other subjects where applicable.	<b>Wider Opportunities</b> The children are given the opportunity to experience French in other ways, such as during Year 6 transition to secondary school, activities that link to other events/celebrations (eg performing Silent Night in French at Christmas)	<b>Inclusion</b> All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.
	<b>Continuous Professional Development (CPD)</b> To further staff's subject knowledge and skills, professional development is undertaken when required.	<b>Nurture</b> The six principles of nurture are woven throughout our curriculum. <ul style="list-style-type: none"> <li>• Learning</li> <li>• Wellbeing</li> <li>• Behaviour</li> <li>• Language</li> <li>• Safety</li> <li>• Transition</li> </ul>		
<b>IMPACT</b>	We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work.			
	We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work.			
<b>MONITORING METHODS</b>	Pupil Voice	Evidence in knowledge	Evidence in skills	Outcomes
	Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.	Children can recall key information showing knowledge of their subject from which to build on further.	Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.