



Languages Policy: French

Written / reviewed by	R Hill
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The aim of this policy is to set out the school's vision, aims and strategies for the teaching and learning of languages at Friezland. It is the basis for the development of languages in our school for the next three years. This policy is regularly reviewed against the Local Authority's and national guidance, and updated as necessary.

Curriculum Intent Statement:

'A Family Committed to Making a Difference'

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

Our intention is that language learning at Friezland enables young people to express their ideas and thoughts in another language, and to understand and respond to its speakers; this is essential, practical knowledge for all global citizens in the 21st century. More than this, it is about our young people developing an international outlook and a wider understanding of the world.

Our overall aim for languages is that Friezland pupils develop a deep interest in and appreciation for other cultures, as they learn to understand and express themselves with increasing confidence in French. In our organisation of the language's curriculum, we envisage pupils developing their sense of belonging to the wider world and embarking on a journey towards a wealth of opportunities in their future lives. Pupils will develop specific knowledge of one language, French, learning words and structures that enable them to ask and answer questions, listen to, read and understand stories, songs, poems and other short texts, and to write from memory about themselves. At the same time, they will develop language learning skills and strategies that will equip them for the learning of additional languages.

Curriculum

Friezland's French curriculum is based on a 2-year cycle and spans both KS1 & KS2. It is designed to fulfil the requirements of the KS2 Programme of Study, and to provide learning experiences that engage, enthuse and motivate all of our learners. Although Language teaching is not compulsory at KS1, we believe that exposing our pupils to French vocabulary, stories, songs and games at an early age serves to inspire and enthuse them and forms a strong foundation of language learning upon which we can build in Key Stage 2.

To aid progression within our medium-term planning, we draw on the non-statutory KS2 languages framework guidance. In line with Framework guidelines, our KS2 pupils learn languages for 60 minutes per week and in KS1 this is 30 minutes. This time allocation is made up of a combination of dedicated language lessons, teaching language through other subject areas and using language for real purposes in daily classroom routines. In addition, there are opportunities for the further learning of French during our annual French Day (in collaboration with our local Secondary school) and also during celebrations such as the Christmas Fair or Harvest festival. Our languages curriculum is aligned where appropriate with the learning in other subject areas, to enhance the cohesion of learning experiences for our pupils. Our curriculum overview is available on the school website.

Subject leadership

Friezland's Language Co-ordinator, R Hill, in conjunction with the head teacher, leads the provision of languages within the school. The Language Co-ordinator is responsible for:

- developing a primary languages curriculum which allows substantial progress to be made in French across KS2.
- leading teaching and learning
- monitoring and evaluating standards of language teaching and learning across the key stage.
- managing the resources, which support curriculum delivery
- implementing arrangements for assessment in primary languages and overseeing the recording and reporting of pupil progress.
- managing the professional development needs of other teachers involved in the delivery of primary languages.

Teaching & Learning

Pupils are given regular opportunities to listen to, join in with, read, speak and (in KS2) write French. In the early stages of language learning, pupils engage in a lot of learning to train the ear, to tune into and learn how to produce the sounds of the language, through the teaching and learning of phonics and phonics-related activities. Joining in with songs, rhymes, stories and poems all serve to reinforce the sound-writing patterns. Pupils then begin to develop, from the earliest stages in Y3, the ability to form simple sentences of their own, with relation to topics of close, personal interest, such as self, family and pets. As learning develops, pupils are given more and more opportunities to engage with French culture, learning about places, people and other aspects of daily life in countries where the language is spoken. They develop confidence in writing from memory, building up over the course of KS2 to being able to write a short paragraph with information on two-three topics. Teachers make use of a wide variety of resources, including ICT, and learning activities, including games, information-finding (research), pattern-finding, and quizzes to stimulate interest and general literacy and other learning skills.

In terms of embedding Language learning across the curriculum, Friezland believes pupils will learn languages more effectively by having frequent exposure to them. As staff become more aware of language teaching methodology, languages will be increasingly embedded in the curriculum. The Co-ordinator will highlight opportunities for this and identify any necessary resources. Opportunities for speaking another language should be exploited, be it in the playground or in the classroom. All staff in the school are responsible for ensuring this.

Assessment

Assessment in languages is primarily to inform and support teaching and learning, enabling the class teacher to refine planning to best meet learner needs. During lessons, the class teacher, where appropriate, will unobtrusively record evidence of particular competences as they emerge in the course of teaching and learning. Pupils' work will be recorded in a whole class learning journal which will be an additional source of ongoing evidence of progress.

In Upper Key Stage 2, some of the children's written work will be collated into a portfolio. Teachers use the Key Assessment Criteria (appendix 1) to measure children's attainment and progress.

For reporting purposes, each year, and in line with the reporting arrangements for all other subjects, the pupil's individual achievement with respect to the objectives in the Key Stage 2 Programme of Study will be

communicated to parents. Our standard school wording for progress will be used: Working towards, Achieved, Working at Greater Depth.

For the purposes of transition, we have well-established lines of communication with receiving secondary schools and an opportunity to share pupil's attainment in French and any additional comments.

Equal Opportunities

Provision is made for all pupils regardless of ability, disability, special Educational need, medical condition, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos. EAL and speakers of languages other than English are encouraged to bring those languages into the classroom and use them to support their learning of French. Every opportunity is taken to recognise and celebrate the ability to speak any and all languages. Where access to resources at home is an issue (e.g. ICT), pupils are offered alternative access within school or at home so that their learning is not disadvantaged.

Monitoring & Evaluating

Policy and practice is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision will be monitored by the subject co-coordinator in conjunction with the Headteacher and Governing Board. Monitoring may take the form of lesson observations, planning or work scrutinies and 'book looks'. Feedback will be given to all staff along with recommendations to inform future policy, planning and practice. Professional development of the coordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Languages Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school systems change.



Key Assessment Criteria

Foreign Language: French

Year 1 & 2 Non - statutory	Year 3 & 4	Year 5 & 6
<u>Spoken Language</u> <ul style="list-style-type: none">• I join in with songs and rhymes.• I respond to a simple command.• I answer with a single word.• I answer with a short phrase.• I ask an appropriate question.• I name people.• I name places.• I name objects.• I use set phrases.• I choose the right word to complete a phrase.• I choose the right word to complete a short sentence.	<u>Spoken Language</u> <ul style="list-style-type: none">• I name and describe people.• I name and describe a place.• I name and describe an object.• I have a short conversation saying 3-4 things.• I give a response using a short phrase.• I am starting to speak in sentences.	<u>Spoken Language</u> <ul style="list-style-type: none">• I hold a simple conversation with at least 4 exchanges.• I use my knowledge of grammar to speak correctly.
<u>Reading</u> <ul style="list-style-type: none">• I read and understand single words.• I read and understand short phrases.• I use simple dictionaries to find the meaning of words.	<u>Reading</u> <ul style="list-style-type: none">• I read and understand a short passage using familiar language.• I explain the main points in a short passage.• I read a passage independently.• I use a bilingual dictionary or glossary to look up new words.	<u>Reading</u> <ul style="list-style-type: none">• I understand a short story or factual text and note the main points.• I use the context to work out unfamiliar words.
<u>Writing</u> <ul style="list-style-type: none">• I write single words correctly.• I label a picture.• I copy a simple word or phrase.	<u>Writing</u> <ul style="list-style-type: none">• I write phrases from memory.• I write 2-3 short sentences on a familiar topic.• I say what I like/dislike about a familiar topic.	<u>Writing</u> <ul style="list-style-type: none">• I write a paragraph of 4-5 sentences.• I substitute words and phrases.