



**French Policy**

May 2024

**Document control and record of amendments**

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## 1. Curriculum intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other
- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21<sup>st</sup> Century

### French Curriculum Intent

- French is important at Elmbridge because we want to develop confident, enquiring linguists. We want our pupils to be curious about the world and able to connect with others.
- "One language sets you in a corridor for life. Two languages opens every door along the way." - Frank Smith (2014) (*To Think: In Language, Learning and Education*)

## 2. Implementation

Pupils will learn about three key areas in French; they will revisit these areas during every year at Elmbridge Primary, with each unit of work building upon previous learning. The three key areas are:

- Speaking and listening
- Reading and writing
- Culture

The progression of objectives document outlines how the curriculum is progressive from Year 3 to Year 6.

French is a National Curriculum subject from the start of Key Stage 2. Prior to Key Stage 2, the children have opportunities to take part in activities linked to life in a multicultural society rather than learning a specific additional language.

### **Key Stage 2**

During Key Stage 2, pupils learn French using the 'Language Angels' programme which is supplemented with a range of additional resources to broaden the depth of language learning. The pupils learn French vocabulary and as their understanding of French develops, they are able to take part in conversations using their new language skills. As the pupils develop their language skill they find out about French customs and the cultural life of France and other French speaking countries.

Children will develop linguistic enquiry skills to extend their knowledge with storybooks written in French, information books about France and the use of French dictionaries to widen their vocabulary choices.

French lessons are timetabled for 3 x 15 minutes per week, which gives pupils enough time deepen their learning through the use of regular language sessions rather than having one longer language lesson a week.

### 3. Methodology

#### **Planning**

Each Subject curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Overall curriculum objective planning is used to create medium term plans in each year group. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

#### **Teaching** (see teaching and learning policy)

French lessons are carefully planned to give pupils the opportunity to both practise their existing vocabulary, learn new vocabulary and improve their listening skills so that they are able to apply their developing language skills in new activities. Also, a range of stimuli and experiences may be employed, which are designed to engage the pupils and broaden their knowledge and skills. There will be explicit reference to previous learning when this is pertinent.

#### **Recording**

Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupil and teacher/teaching assistant
- Interactive games/ quizzes
- Models, photographs, video recordings
- Written work, drawings and diagrams

#### **Supporting Reading at Elmbridge Primary School**

At Elmbridge Primary School, Reading is everything. French will support reading by:

- Use of current news/magazine articles on France
- French story books
- Use of school and other library information books related to France
- Internet research

#### **Enrichment and Cultural Capital**

- Secondary School Foreign Language Ambassador visits to support our language acquisition

- French play visits from travelling theatre groups to develop our application of speaking and listening skills
- Cultural Arts Week with a regular focus on France along with other countries. The children have the opportunity to study French artists, experience food tasting, music, dancing such as the Can-Can and listening to French stories for children read by a native French speaker.
- After school French language club so that children have the opportunity to enhance their enjoyment and understanding of the French language.

## 4. Impact

### **Formative and Summative assessment**

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help dictate the next steps. Teachers may use lesson tasks, quizzes and short tests to help determine pupil attainment. Pupil attainment against the curriculum strands will be recorded to help identify any gaps in learning.

### **Monitoring**

Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The curriculum governors should be invited to support the monitoring at least once per year (see T&L policy).

### **Moderation**

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

## **5. Continuing Professional Development**

The subject leader should aim to keep up to date with their own subject knowledge and skills, as part of their on-going appraisal. They should, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality French lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

## 6. Equal opportunities

All children have an entitlement to access the French curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Providing differentiated work when needed
- Using TA/Teacher support and/or interventions for pupils who need to catch up
- Referring to MY PLANS or EHCP targets for SEND pupils with appropriately adapted resources to support children with specific needs
- Supporting families so all pupils are able to take part in trips
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged pupils

## 7. Spiritual, Moral, Social and Cultural Development

As a school, we **work together** to enable our pupils to be:

**Ready, Respectful, Safe**

Subject planning gives pupils opportunities to develop school values, through the learning they demonstrate and the contribution they make during lessons.

Elmbridge Primary School supports SMSC in all subject areas. In French this may look like the following:

### **Spiritual development**

French supports spiritual development by exploring a new language and vocabulary. Children are encouraged to express themselves in the target language and become excited to find out about the wider world.

### **Moral development**

French supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures.

### **Social development**

French supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language and share experiences.

### **Cultural development**

French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world.

## **8. Links to other Policies**

- Teaching and Learning
- SEND
- Staff Development
- Assessment & Feedback
- SMSC Development
- Off-Site Visits
- Pupil Premium

## 9. Links to other subjects

### Links to other subjects

Connections to other subject areas may be made when teaching French, if they help a pupil develop their knowledge and understanding of French. These may include:

- Development of speaking and listening skills. In addition, the development of linguistic skills linked to grammar and sentence structure in English.
- Playing number, time and money related games in maths.
- Developing an understanding of other cultures and the challenges linked to learning, an additional language encourage empathy towards others.
- An increased geographical knowledge of France and places in the world that speak French.
- The use of interactive technology to improve language development.