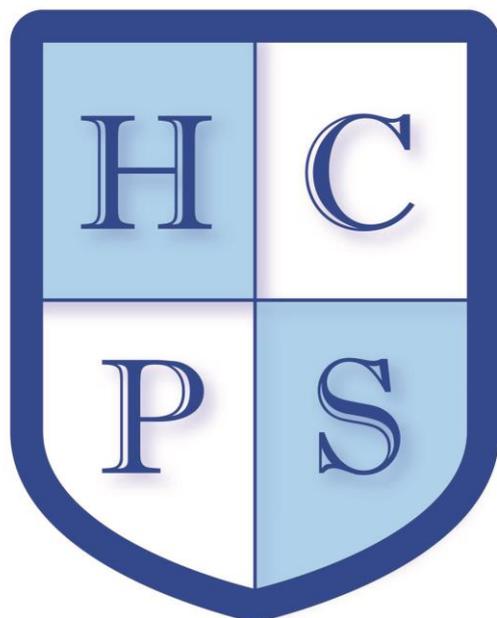


# Hunslet Carr Primary School



## French Policy

**High expectations**  
**Caring**  
**Positive attitudes**  
**Successful**

Policy reviewed: March 2017

Next review: March 2019

*High expectations, Caring, Positive Attitudes & Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## THE CURRICULUM WE HOPE TO PROVIDE



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### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – money, time, cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience

### **Attitudes**

Confident and independent  
The belief they can reach for the stars  
Celebrate a range of cultures  
Take responsibility for the environment  
Be honest and learn from their mistakes  
Children who are caring and helpful

### **Experiences**

To have 1<sup>st</sup> hand experiences of...  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
Work experiences & further education

### **Knowledge**

High school ready English & maths  
To know about local places of interest  
To know where we are in the world  
Life skills – money, time, cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

## Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of French at Hunslet Carr.

## Rationale

French and language learning is important to opening children's minds to other ways of doing things, other view points and having a wider perspective. French can support and compliment all aspects of the curriculum and in particular literacy. **Language learning supports oracy and literacy** Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

French allows children to develop their communication skills and express themselves in different ways. French allows children to be exposed to different cultures and to celebrate difference and similarity.

## Aims

For pupils at Hunslet Carr to:

Enjoy learning a foreign language

Develop communication and collaboration skills

Have an open mind and perspective

Perseverance problem solve and logic

Appreciate different cultures

And to develop these skills through

Speaking

Reading

Writing

## Teaching and Learning

French is taught in a variety of ways by a dedicated specialist. There is scope to use whole class, group and individual work in teaching French. Children are given opportunities to use authentic materials and practise speaking and listening and reading and writing.

Links between French should be made through all subjects where possible to ensure that children can recognise the importance of language learning within different areas of the curriculum.

### Progression in French

The school is using Chris Quigley's Essentials curriculum as our framework for teaching French which is a developmental programme that is matched to the new National Curriculum.

### Key Stage 1 and 2

Children have a 45 minute lesson every fortnight. Children begin language learning in year 1 and are taught mainly in a whole class setting through games songs and stories. The aim is for children to enjoy and develop confidence learning another language. The focus in key stage 1 is on speaking and listening, as the children progress into key stage 2 opportunities increase for reading and writing.

### Planning

The long term planning for French follows the framework given by Chris Quigley Essentials which is matched to the new National Curriculum and the Early Years Framework. The framework is implemented in line with the school planning policy.

[http://www.standards.dfes.gov.uk/primary/publications/languages/languages\\_guidance/1209633/1209659](http://www.standards.dfes.gov.uk/primary/publications/languages/languages_guidance/1209633/1209659)

We will carry out the curriculum planning in MFL in three phases (long-term, medium-term and short-term).

Our medium-term plans, which we will also base on the Framework, give details of the main teaching objectives for each term. The subject leader is responsible for the bi-weekly planning of lessons and differentiates the topics to meet the needs of learners.

### Assessment, Recording and Reporting

Assessment of French is done in a variety of ways including observation, giving an independent or co-operative task or reviewing work produced. Both formative and summative assessment will be carried out.

This assessment will be done in line with the school assessment policy.

Record keeping will be done in line with school policy and should be done to inform planning. The teacher will make informal records i.e. jotting down individual strengths and weaknesses. Chris Quigley's Milestone assessment is used bi annually to assess whether a child is at a basic, advancing or deep level of understanding within the subject.

### Equal Opportunities

It is important that all children are given the opportunity to develop their language skills abilities regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi cultural awareness making sure the curriculum reflects the wider community

### MFL and Inclusion

Children on the SEND register and who have specific learning difficulties will be planned for.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. MFL is a highly inclusive subject, however, and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. At our school we will teach MFL to all KS2 children, whatever their ability and individual needs. MFL forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this

French provides a good opportunity for differentiation based on:-

- Resources (e.g. providing different tools based on ability)
- Outcome
- Progression (e.g. highlighting different skills for different children)
- Task (e.g. setting different tasks within one topic)
- Support (use of support staff )
- Differentiated Success criteria

Children should be allowed to work at their own level of attainment.

### ICT

Each year group has daily access to either Lap tops or iPads which can be used by children to support the teaching of French

### Homework

Children are encouraged to practise French at home and provided with opportunities for home learning where appropriate

### Time

To ensure that children are given a 45 minute bi weekly lesson

### Resources

The school has a number of resources for French technology available across the school and children have access to language books in the library and apps on the I pads.

### Safety and Care

The safe use of equipment is to be promoted at all times in line with the Health and Safety Policy.

### The Role of the Head teacher

To ensure that the National Curriculum is implemented.

To encourage and support the subject leader's approach to French technology development across the curriculum.

To support and encourage all staff in the teaching of French.

To make available the necessary resources to continue the development of French within the school budget.

To promote French and language learning in school.

### The Role of the Subject Leader

To promote French and language learning in school.

To provide a good example of the teaching of French in the classroom.

To ensure resources are available.

To plan and implement future developments of French through action plans.

To review and monitor both the planning and teaching of French

To work alongside staff when required.

Attend relevant courses and disseminate information to staff.

Organise the acquisition of new resources.

Encourage parental involvement.

### Role of the Staff

To ensure that French is used in the classroom in line with the National Curriculum. With the support of the subject leader and head teacher to implement any changes in the teaching of French

To ensure there is equality of opportunity in the teaching of French.

To inform the co-ordinator of any problems which may arise in the implementation of art and design technology.

Teach and assess the children in art and design technology..

### Role of the Governing Body

The governors will monitor the development and implementation of French technology in school.

### Review

This policy is to be reviewed every two years.

Name: Eleanor Heathcote

French Subject Leader

March 2017