



Purpose:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education 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 to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further Languages, equipping pupils to study and work in other countries. (National Curriculum 2014)

Aims & Objectives:

The overall aim for Modern Foreign Languages is to enrich learning for all pupils in a broad curriculum by understanding, speaking and writing with increased confidence and independence.

We seek to ensure that:

- Teachers develop confidence and competence to teach Languages and, over time, begin to use Languages effectively in their teaching of other subjects.
- We foster enjoyment because pupils learn more effectively if they are enjoying what they are doing.
- ICT is used across the school to motivate pupils and to support teachers with model pronunciation.
- To make use of native speakers within our community, wherever possible.

The school endorses a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language.
- Use active learning to engage motivation.
- Use games and songs to maximise enjoyment.
- Embed languages in class routines and school life.
- Integrate language learning across the curriculum to connect with learning in other areas.
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Statutory Requirements:

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3 and beyond. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary (Primary National Curriculum 2014).

Processes Implemented In School:

Modern Foreign Language (French) Policy



Delph Side Community Primary School has chosen to deliver the requirements of the Foreign Language Curriculum through the La Jolie Ronde (LJR) French Language Scheme of Work. This provides detailed short term plans which cover the requirements for each year group. This ensures that particular language learning strategies are taught, appropriate skills are practiced and there is continuous progression as pupils move through KS2. We have been phasing in the scheme of work gradually. Some staff members were also in need of greater support, so all year groups have begun with the Year 3 objectives to allow this support to be provided informally or as part of a Staff Meeting where needed. We have decided to move forward as follows for the next 4 years to allow for this increased level of support.

2014-2015

Y3-6 30 minutes per week – Y3 on La Jolie Ronde plan

2015-2016

Y3 30 minutes per week plus reinforcement – Y3 on La Jolie Ronde plan

Y4-6 30 minutes per week plus reinforcement – Y4 on LJR plan

2016-2017

Y3 30 minutes per week plus reinforcement – Y3 on LJR plan

Y4 30 minutes per week plus reinforcement – Y4 on LJR plan

Y5/6 30 minutes per week plus reinforcement – Y5 on LJR plan

2017-2018

Y3 30 minutes per week plus reinforcement – Y3 on LJR plan

Y4 30 minutes per week plus reinforcement – Y4 on LJR plan

Y5 30 minutes per week plus reinforcement – Y5 on LJR plan

Y6 30 minutes per week plus reinforcement – Y6 on LJR plan

It is expected that all KS2 children will receive 45 min to 1-hour-a-week in order to meet the government set attainment targets through one half hour 'lead lesson' delivered by the class teacher initially with planned reinforcement activities delivered. This is preferable to one long lesson. These may be part of other lessons. Language learning may also be integrated into the daily routines of the school day. Each KS2 class teacher uses basic French classroom vocabulary throughout the day and sometimes expects the pupils to do the same. French is taught regularly to ensure progression and skills development but other languages are taught on suitable occasions to ensure that the linguistic expertise of all staff and members of the school community is used. Christmas carols, festivals, art and geography project work all contain foreign language elements and this enables all pupils to experience a variety of languages.

Dissemination:

This policy, and all subsequent changes in practice due to developments in the subject [at a national level] will be shared with all staff at regular staff meetings.

Resources:

All members of the KS2 teaching team have been given a copy of La Jolie Ronde planning and resources. The file is kept in the headteacher's office. The La Jolie Ronde Scheme of Work has flashcards, interactive whiteboard



files, songs and native pronunciation files of key vocab packaged with it. All these resources are available in every classroom. Each KS2 class has a set of French dictionaries. We will continue to purchase further resources to aid the teaching of French across school as we identify what we require.

RESPONSIBILITIES

Governors:

The governing body will be informed of significant developments within the subject area and, if necessary, their approval will be sought. A subject governor will receive a report from the subject leader and will meet to discuss the report annually.

Headteacher:

Alongside the senior leadership team and the subject leader, it is the headteacher's responsibility to monitor standards and ensure statutory responsibilities are being met.

Subject Leader:

The subject leader will facilitate the development of Languages in the following ways:

- By managing the implementation of the Languages policy;
- By updating the policy and scheme of work;
- By ordering/updating/managing resources;
- By keeping staff abreast of new developments and INSET opportunities;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments
- By liaising with feeder and receiving schools;
- By monitoring the curriculum;
- By providing feedback to the governing body through the preparation of a subject report and meeting with the designated governor for FL

Teachers:

The responsibility for ensuring coverage of the content of the KS2 curriculum for Languages lies first with the subject leader but ultimately with the individual teacher.

Assessment:

Currently all assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they may record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support. Some more formal assessment is due to be developed. Written Languages work is marked in line with the school policy on marking. Some samples of children's

Modern Foreign Language (French) Policy



written work, photo evidence, video evidence etc will be collected and kept by the Languages Subject Leader.

Monitoring & Review:

The subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Languages. The subject leader is responsible for supporting colleagues in the teaching of languages, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Languages subject leader will maintain a proactive approach to agreeing non-contact time for monitoring and evaluation. This may include evidence of book scrutiny, monitoring of planning, learning discussions with children or lesson observations. Evidence of monitoring and evaluation will be included in the subject leader file.

Date to review: Autumn 2018