



**INGLEBY MILL PRIMARY SCHOOL
POLICY FOR FRENCH**

Date Reviewed	Date of Next Review
March 2016	March 2019

INTRODUCTION

At Ingleby Mill we aim to ensure our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitude and knowledge in a safe encouraging and sometimes challenging environment. This reflects the ethos and aims of the school and staff, supported by the Mission Statement.

The following policy outlines the aims, principals, processes and strategies for the teaching and learning of Modern foreign Languages, specifically French, at Ingleby Mill.

The curriculum that we follow is based on the published scheme La Jolie Ronde, the guidance given in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the QCA Schemes of Work for MFL at Key Stage 2.

Rationale for Modern Foreign Languages in the Primary School

One hour of MFL teaching a week is now a statutory National Curriculum requirement for KS2 children.

In our school, we support the view that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2. We are therefore committed to the principle that learning another language is appropriate for all children, whatever their ability or special needs. We believe that many children really enjoy learning to speak another language. We also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired, and an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Also, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Aims

Our main objective in the teaching of a modern foreign language is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- develop particular language-learning skills;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;

- acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.
- The children will be taught how to:
 - ask and answer questions
 - use correct pronunciation and grammar
 - memorise words
 - interpret meaning
 - understand basic grammar
 - use dictionaries
 - work in pairs and groups and communicate in French
 - gain some understanding of life in another culture

Planning: Progression and continuity

Organisation

French is statutory in KS2 and is taught in all KS2 classes for approximately 45 minutes a week.

The curriculum is based on the QCA non-statutory guidelines for KS2 in the National Curriculum handbook for primary teachers in England (1999), the KS2 Framework for Languages (2005) and the QCA scheme of work for MFL (2007) and is supplemented by a range of interactive materials from Tout le Monde, Internet, other schemes and relevant CDs, software and books. See Scheme of Work for further information.

French is taught progressively throughout KS2 and, where possible, links with relevant topics are made.

Key objectives are set for each lesson, reflecting the learning that will take place.

Success criteria are set for each half term and the children will be assessed against this at the end of each term.

Planning can be found in Staff Shared area on the computer for each year group and class. Planning will include differentiated activities and individual needs and successes which will be acted upon to reflect AFL. At the end of each unit medium term planning will highlight children's achievements.

Marking

Marking will be consistent with the approach and presentation of other subjects at Ingleby Mill.

Teaching and Learning styles.

We recognise that language learning in its broadest sense has three core strands: learning to communicate (with the emphasis on oracy, i.e. listening, speaking and interacting); learning about language (using literacy, i.e. reading and writing in the foreign language, to learn about the writing system, spelling and structure of the language); learning about and comparing different cultures (inter-cultural understanding). We also recognise that children should be encouraged to apply knowledge already learnt about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying another foreign language.

We base the teaching on the guidance material in the Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL at Key Stage 2 and the QCA Schemes of Work for MFL at Key Stage 2. We have adapted this to the context of our school and the abilities of our children.

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play, and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and we also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e. we try to introduce a physical element into some of the games, as we believe that this serves to reinforce memory.

We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution that they make in the foreign language, however tentative.

We allow for differentiation by:

- using peer support – we partner pupils of disparate ability;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child.

We assess the children's progress informally during the lessons, evaluating progress against the four National Curriculum Attainment Targets of:

- AT1: Listening and responding;
- AT2: Speaking;
- AT3: Reading and responding;
- AT4: Writing.

Classroom management

We teach a foreign language to children throughout Key Stage 2. We introduce the subject in Year 3, taught by a PPA teacher and build upon that learning in years 4, 5 and 6, The PPA teacher also plans opportunities for language learning to enhance other subjects. We also involve a native speaker of the foreign language in the capacity of a Foreign Language Assistant, as we believe that this provides an excellent model of the spoken language.

We teach the children to know and understand how to:

- ask and answer questions;
- use correct pronunciation and intonation;
- memorise words;
- interpret meaning;
- understand basic grammar;
- use dictionaries;
- work in pairs and groups to communicate in the other language;

- look at life in another culture.

Recording of work

The recording of work in French is mostly oral and practical. Evidence of this is seen in lessons. Occasionally the children's efforts will be filmed as a record of their achievement.

Children will:

- Talk and discuss-asking and answering questions.
- Sing songs and provide relevant actions to demonstrate understanding.
- Play playground games using rhymes and songs.
- Play games on the computer and using game boards.
- Play circle games requiring appropriate actions/words/phrases/sentences.
- Demonstrate through use of cards understanding of words/phrases/sentences.

There are occasions when children will be asked to demonstrate their French skills in written form. In the earlier years, this is usually as an assessment process. In later years, it will also demonstrate a growing ability to experiment with writing in French.

Assessment / Record keeping / Reporting

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented.

Assessment at present takes the form of success criteria relating to each unit of work covered. These success criteria are outlined each term in the planning and are based on the La Jolie Ronde scheme of work, Key Stage 2 Framework for Languages, the National Curriculum Non-Statutory Guidelines for MFL and the QCA Schemes of Work for MFL at Key Stage 2.

At the end of each unit the teacher makes her/his judgement of that assessment and expectations for individual pupils.

Assessment for learning

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons, to evaluate what the children have learned. The school uses the four national attainment targets to evaluate the progress of each child, and to provide information to the secondary school when the children transfer.

Older children are encouraged to make judgements about how they can improve their own and each other's work.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other courses that we teach in the school.

The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in MFL, and providing a strategic lead and direction for this subject;
- gives the head teacher a termly report in which s/he evaluates the strengths and weaknesses in MFL, and indicates areas for further improvement;

The quality of teaching and learning in modern foreign languages is monitored and evaluated as part of the school's agreed cycle of lesson observations.

The head teacher reports to the governing body on the progress of children in French, in the same way as for progress in any other subject. The governors' curriculum committee has the responsibility of monitoring the success of our French teaching.

We liaise with the local secondary schools, so that they are aware of the modern foreign language experience of our children when they move to the next phase of their education.

Resources

Hand made resources are kept in team area cupboards in boxes relevant to year groups. French dictionaries and story books are kept in shared areas. La Jolie Ronde is loaded in School shared for access by all.

Internet programs used are detailed in the relevant planning as web links which can be directly opened from there.

Resource books are kept in the ICT cupboard in a box.

Song CD's and DVD's are kept centrally in this cupboard also.

The role of the coordinator

- To provide where necessary positive and appropriate support to those involved with teaching a modern foreign language.
- To have an overview of continuity, progression and assessment in French across KS2.
- To promote French within the school
- Organise and review the French resources
- Provide good practise of French
- Ensure there is equality of opportunity in French
- Organise and review the French resources to ensure their continued relevance and usage
- Provide relevant in service for staff where expected
- Ensure French is implemented effectively within the classroom to expected National Curriculum requirements.

Equal opportunities

The MFL programme is devised for all children attending our school. There will be no barriers to access or opportunity based on race, sex, ethnic group culture or ability. Teachers will be required to treat all children as individuals with their own abilities attitudes and differences. Children will be provided with the opportunity to work as individuals and as part of a variety of groups where groupings have been considered with relation to the children's educational needs.

Special Educational Needs

We aim to teach French to all children at our school whatever their ability. French forms part of the school curriculum to provide a broad and balanced education to all children. Through French teaching we provide opportunities for all to make progress. We do this by setting suitable learning challenges responding to each child's different needs. Where progress falls significantly outside the norm classroom organisation, teaching materials and teaching style will be assessed and differentiation catered for. Assessment against the four key areas: listening and responding; speaking; reading and responding; allows us to consider each child's attainment and progress against expected levels.

Gifted and Talented Pupils

The gifted and talented pupils are identified by the teacher and given more challenging tasks within the normal process of the lesson. This may take the form of more difficult questions, an expectation for longer/more complex sentence construction, guiding/leading a group or from time to time extended activities.

Health and Safety

We enable pupils to have access to the full range of activities in learning French. Where children are to participate in activities outside the classroom, for example, a playground game in French, we carry out a risk assessment prior to the activity taking place. This ensures that the activity is safe and appropriate for all pupils.