



Tockholes, St Stephen's Church of England Primary School, Blackburn

French Policy

Checked by: Curriculum Committee

Our Christian Vision

As a small yet unique part of God's Big Family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

'Je peux tout faire par Christ qui me fortifie ' Philippians 4:13

Hope

To create a community where hope is firmly rooted in the fullness of God, where each individual can fulfil their true potential.

Forgiveness

To encourage respect, understanding for and forgiveness of each other.

Compassion

To inspire children to show compassion for others within school and in local and global communities.

Community

To strengthen links with the local community and Church.

To develop an inclusive community where all are included and all are valued.

Friendship

To equip children to develop socially and emotionally; having due regard for other peoples' feeling and situations. Developing empathy, resilience and self-confidence.

Humility

To inspire empathy and compassion, putting the needs of others before themselves.

INTENT

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between other languages and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

St. Stephen's aims to develop a whole school ethos which promotes an appreciation of languages and interest in other cultures as part of an awareness of ourselves as global citizens.

AIMS

The aims of teaching French at St. Stephen's are:

- For **all** children to learn a foreign language throughout their years at St. Stephen's, Tockholes.
- For **all** children to enjoy the lessons, thus promoting enthusiasm for the lifelong learning of languages.
- For children to build knowledge and understanding of the geography, people and cultures of these countries where the language is spoken.
- For teachers to inspire and help pupils to see that learning a language is both fun and beneficial to their future.
- For **all** children to have access to learning a language through visual, audio and kinesthetic activities; thus giving every learner the chance to achieve their potential.
- For children to be motivated to achieve, through dynamic teaching and a wide range of exciting activities.
- For children to learn through songs and games, making use of the fantastic language programs and websites on the interactive whiteboard.
- For children to develop their speaking and listening skills.
- To stimulate and encourage children's curiosity about language.
- To encourage children to be aware that language has structure and that the structure differs from one language to another, but there are inherent similarities on which they can build.
- To lay the foundations for future study in Key Stage 3 and beyond.

IMPLEMENTATION

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

Approaches and activities include:

- a. discrete teaching of phonics in French
- b. learning French vocabulary
- c. asking and answering questions
- d. using bilingual dictionaries
- e. teaching of basic French grammar and spelling patterns
- f. playing games and learning songs
- g. using language that has been taught in role play situations
- h. researching and learning about life in France
- i. beginning to write phrases and sentences

ROLES AND RESPONSIBILITIES.

Teachers will:

- Manage the implementation of the school policy, updating the policy and scheme of work
- Order, update and allocate resources
- Keep abreast of new developments and communicate it to staff
- Take an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place
- Attend appropriate courses and maintain links with the local borough team for Languages
- Contribute to the school development plan on a yearly basis
- Liaise with feeder and/ or receiving secondary schools

RESOURCES

A variety of language resources are available in school. These include children's story books, teachers' resources, dictionaries, music CDs, and audio/visual materials.

A French calendar is provided in the school hall for all children to access.

- Teachers will ensure that sufficient resources are available to enable quality teaching
- All members of staff are responsible for the care of resources and are expected to store them and keep them in good condition
- Children should be taught to respect and care for all Languages resources

Inclusion

All pupils are equally valued, including those who need extra support for a range of educational needs and more able pupils.

To ensure that all pupils recognise and fulfil their full potential the following strategies for differentiation are employed:

- Use of visual aids/gesture
- Choral and individual repetition
- Physical responses to questions
- Open and closed questions
- Tasks with small, clearly identified steps
- Practical activities
- Higher achievers encouraged to lead specific language tasks
- Use of teaching assistants to support some learners
- Appropriate pupil groupings
- Differentiated written work

Learning a language in the primary phase should be a positive experience for all pupils. Differentiation is essential if all pupils are to regularly experience success. Every opportunity is taken to enable pupils to progress according to their abilities.

IMPACT- (RECORDING AND REPORTING)

Methods of assessment in French will vary according to the nature of the task being undertaken and will involve observation, marking of work and discussion with the children.

Pupils' work is assessed informally on the basis of observation during the lesson. This is particularly important for oral work. At the end of a piece of work, pupils may check each other's answers, particularly for a listening or reading activity, but the teacher will always mark and assess the work in a way that allows progression for the child and that suits the preferences of the teacher. A comment may be made in French. Verbal feedback is also given with examples of good practice shared to encourage and motivate.

Teachers assess children's progress informally during the lessons, evaluating progress in the 4 skill areas:

Listening and responding

Speaking

Reading and responding

Writing

At the end of each year, pupils will be formally assessed in all of the skills.

At St Stephen's, we monitor and evaluate the effectiveness of our Policy. The French Scheme of Work will be reviewed and updated when necessary and appropriate.