

Bowlee Park Community School

French Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 29; 'A child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them. In particular, they should learn to respect:

- their rights and the rights of others*
- their freedoms and the freedoms of others*
- their parents*
- the identity, language and values of countries including their own.'*

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe

1. CURRICULUM INTENT

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 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 further languages, equipping pupils to study and work in other countries.

National Curriculum 2014

A Curriculum for Our Pupils

Learning a language opens a world of new possibilities and opportunities. Through learning languages, we promote students' curiosity and problem-solving skills and we deepen their understanding, not only of their own identity and culture, but also of other countries. Our French curriculum is designed to improve pupils' life opportunities. It provides rich, memorable learning experiences for our pupils, many of whom come from a disadvantaged background. The ambition

of our curriculum is to ensure high achievement for all pupils, including disadvantaged pupils and those with SEND. Learning a language is an important part of our pupils' access to cultural capital that will empower pupils from disadvantaged backgrounds.

A Curriculum of Breadth and Wider Opportunity

Our French curriculum fosters children's curiosity and deepens their understanding of the world. We enable pupils to develop the skills and confidence to be able to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. It delivers an appropriate balance of the 3 'pillars of progression', namely: phonics, vocabulary and grammar delivered through the receptive and productive modalities: listening and reading and speaking and writing. The ambitious curriculum, lays the foundations for further foreign language teaching at KS3 to prepare them for a globalised world of work.

Progressive, Well-sequenced Learning that Embeds Knowledge

Our French curriculum is based on the best research of how children learn most effectively. The curriculum is systematic and delivers progressive and cumulative acquisition of knowledge through the delivery of well-sequenced long term, medium term and short-term plans. Knowledge, together with skills and opportunities to apply learning, leads to strong progress in French.

A Curriculum where Reading is a Priority

Reading has a high priority in our school and it enables pupils to access our French curriculum. Our French curriculum provides children with opportunities to apply the reading skills taught in English lessons to the written materials, including stories, that children are required to access, analyse and interpret in their French lessons. The assessments in French explicitly build and assess skills in reading.

A Curriculum that Develops Core Values

Our French curriculum enables our pupils to develop into confident learners who are able to work cooperatively with others. Most children come to French in Year 3 with no prior knowledge of the language and so this enables children considerable opportunity to develop their resilience as they encounter new vocabulary and pronunciation.

An introduction to the culture of France and French speaking countries provides opportunities to develop an understanding of cultural difference and hence respect and kindness towards others. It also provides children with the knowledge and cultural capital to become well-informed citizens, able to appreciate human creativity and achievement while able to contribute towards

building a better world. It is our ambition that pupils will develop the confidence and ambition to continue their studies in French, in order to open up further opportunities in the ever-changing world where a second language is hugely advantageous for work and travel.

Aims in the Teaching of French

The National Curriculum for French aims to ensure that all pupils:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in French;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic French grammar, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from English.

French Curriculum Planning

The National Curriculum Programme of Study for French describes in detail what pupils must learn in each year group. We have chosen to use '**Primary Language Network's Premium Plus**' scheme of work as the basis for our planning in French. Where necessary we have adapted these plans to ensure they are tailored to the needs of our pupils.

Our long-term plan maps out the themes covered in each term during each key stage, from Year 3 through to Year 6. The progression map details how knowledge and skills build across KS2.

The unit plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for reviewing these plans.

The individual lesson plans list the specific learning objectives and expected outcomes, and give details of how to teach the lessons and how success will be measured. The class teacher annotates these individual plans to review and adapt any future planning together with the subject leader.

The activities in French build on the pupils' prior learning. They are progressive ensuring pupils' skills, knowledge and understanding, increases as they move up through the school. Opportunities to revisit prior learning are integral to the curriculum and often vocabulary, phonics and grammar from one unit of work are reinforced by subsequent units.

The Contribution of French across the Curriculum

French contributes to speaking and listening. Children work collaboratively to rehearse spoken language. They ask and answer questions about texts as they look to identify cognates and use their inference and deduction skills to work out contexts and unfamiliar vocabulary. French language learning also reinforces aspects of grammar, including the technical language used in the teaching of grammar.

Learning French also contributes to children's personal development as they begin to learn about another culture, developing acceptance and tolerance of others.

Ambition and Access for All to the French Curriculum

We follow the principles of the National Curriculum to meet the needs of all children in French. The National Curriculum states, *'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'*

In designing our curriculum, we have ensured that the programme of study is well sequenced and delivered in small steps. In lessons, content is repeated and revisited to enable children to retrieve prior learning and develop fluency. We regularly plan opportunities for spaced practise to ensure knowledge is retained and children make progress.

In French we use two approaches: adaptive teaching and differentiation.

The majority of children access age appropriate objectives through adaptive teaching. For all pupils (including those with SEND), teaching is adapted through a range of strategies including: breaking down learning into smaller chunks; adult support; reframing of questions; use of concrete and visual resources. Higher attainers are challenged through more demanding problems, which deepen their knowledge of the same content before acceleration onto new content. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group coaching.

Differentiation in the mastery context is implemented through the support and intervention provided to different children, not in the topics taught, particularly at earlier stages. For some children (particularly those with the highest level of SEND), further differentiation is needed through the adaptation of learning objectives, teaching materials and strategies in order to access learning. The National Curriculum states, *'Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.'* If a child's needs are best met by following an alternative plan, including coverage of the content from a previous year then this will be planned by the class teacher, with the support of the French team and SENCOs. Teachers take into account the specific needs and targets set for pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, when planning and implementing the French curriculum. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Equality for All

At Bowlee Park Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure the curriculum is not delivered in a discriminatory way.

2. IMPLEMENTATION

Teaching and Learning of French

Children are taught through whole-class interactive teaching, where the focus is on all children working together on the same lesson content, whilst at the same time challenging and supporting pupils to gain depth of understanding.

Teachers design lessons so that there is a carefully sequenced journey through the concept being taught, identifying difficult points and possible misconceptions. Children are challenged through careful questioning and supported through use of concrete materials and visual representations to develop deep, conceptual understanding. Knowledge and skills are revisited to ensure pupils know more and remember more. As pupils learn new skills, they need to practice and master these skills through applying them in a variety of contexts. Our curriculum highlights these key skills and provides opportunities for their application. The skills are revisited in subsequent year groups and further developed. The teaching of academic and subject specific language is embedded within each lesson.

Teachers use a range of teaching strategies and ensure all children make progress. Typical features include:

- lessons designed to build upon knowledge in small progressive steps, continually referring back to previous French learning;
- lessons that encourage accurate pronunciation of French phonemes;
- the use of concrete materials and pictorial visual structures leading to abstract understanding;
- staff regularly checking understanding to ensure that every child is acquiring age-related learning;
- differentiation through questioning, support and outcome (the learning demands of the lesson may vary for a small number of children in order to meet their special needs);
- teachers are expected to adhere to the school's marking policy when marking books and presentation policy when guiding children as to how to present their work.

Resources

All classrooms in school have access to 'The Primary Languages' French resources, including a virtual native French teacher, interactive whiteboard games, songs, sound clips and other resources. The Internet is also available to pupils through netbooks and I-Pads. On line French dictionaries are available. Class reading corners also contain books on French culture and stories in French.

3. IMPACT

Assessment in French

Teachers use a range of formative assessment approaches to ensure that pupils embed and retain knowledge. Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives and effective feedback and respond to this in their teaching. Assessment takes place on a half termly basis, after each unit of work. Each unit of work consists of six lessons. Class teachers complete a summative assessment with each child in their class and measure progress based on the results of these written assessments alongside the use of teacher assessment. Pupils are assessed as on track, below or above age related standard. Children's results are collated to allow whole cohort and individual progress to be monitored. Results are analysed by the subject leader to identify areas to focus teaching. Parents are informed of their child's progress in the end of year school report.

Monitoring and Review

The quality of teaching and learning in French is monitored and evaluated by the head teacher, senior leaders and the French team as part of the school's agreed cycle of monitoring. This cycle includes:

- planning scrutiny
- work scrutiny – process booklets, photographs of different stages of the DT project and finished pieces
- lesson observations
- interviews with teachers

- discussion with pupils
- action planning to develop the French curriculum development and teaching and learning based on the outcomes of monitoring.

The Role of the Subject Leader/French Team

- Ensures teachers understand the requirements of the National Curriculum and teaching and learning is in line with this document.
- Prepares a subject action plan and meets regularly with the Head teacher
- Monitors and evaluates French provision in the school by conducting regular planning scrutiny, work scrutiny, lesson observations, interviews with teachers, discussion with pupils and assessment data analysis.
- Organises and leads CPD and joint professional development.
- Observes colleagues with a view to identifying the support they need.
- Attends appropriate CPD.
- Keeps parents informed about French provision at Bowlee Park Community School

This policy will be reviewed at least every two years

Next review Date: March 2026