



Agreed by Governors

Spring 2017

Due for review

Spring 2020

# Modern Foreign Languages Policy

**'To be the best we can be: for God, for others and for ourselves'**

Holy Trinity CE Primary School  
Southport PR9 9AZ

**‘To be the best we can be - for God, for others and for ourselves.’**

**Our school is built on Christian values, where children feel happy and safe to live and learn. Here they find faith, hope, love, purpose and fulfilment.**

### **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.

### **Links To Our Mission Statement and Aims**

At Holy Trinity our mission and aims form the basis of all our policies and practice. This policy supports the following aims of our school:

- developing in our children the essentials for learning and life that build a firm foundation for their future, including the basic skills of Literacy, Numeracy and ICT
- providing a creative, meaningful and rich curriculum based on the needs and aspirations of our children and their families
- recognising and nurturing the unique talents and gifts of every child, building confidence and supporting individual children when they need help

### **Planning and Organisation**

French is planned in listening, speaking, reading and writing, with a specific focus on grammar and pronunciation. Teachers use La Jolie Ronde scheme of work. This scheme provides week by week lesson support for each year group in KS2. The planned progression built into the scheme of work, means that children are increasingly challenged as they move through the junior school. The detailed medium-term plans give details of each unit of work for each half term. The Scheme supports all the requirements of the new National Curriculum. Some French lessons can be planned through the ‘creative curriculum’ incorporating Geography topics.

### **Homework**

There is no requirement to set homework but teachers may ask children to conduct research on a particular topic eg geographical study of France.

### **Approaches To Teaching and Learning**

French Language learning requires children to:

- 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
- read 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 the language
- 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

## **CPD**

It is very important that staff have high quality CPD so that the quality of teaching in Music is of a high standard. This takes the form of:

- Staff meetings improving how we teach and assess different aspects of the subject
- Courses and support/guidance delivered by specialists
- Peer to peer coaching

Teaching assistants are encouraged to engage in CPD to strengthen the quality of teaching throughout the school.

## **Resources**

Each teacher has their own scheme of work which is also available on the internal network along with musical and flash resources. French dictionaries are stored on bookshelves in the Y4 classroom. Other resources can be obtained from the French subject leader.

## **Inclusion**

At Holy Trinity we believe that all our children should be given the opportunity to achieve as well as they can in everything they do. At Holy Trinity we believe that all our children should be given the opportunity to achieve as well as they can in everything they do. Children with SEN, EAL or Gifted and Talented have equal access to French resources. Opportunities are provided for all children to fully participate in French activities.

## **Assessment and Record Keeping**

Assessment for learning is fundamental to ensuring all children make the progress they should. Teachers and Teaching Assistants use a range of strategies to assess children.

- Use of Lancashire Klips Key Learning Indicators for coverage in front of French books.
- Video evidence of spoken language on internal network
- Oral and written feedback in books

- Assessments used to inform future planning
- Highlighted grids passed on to next teacher

### **Monitoring and Evaluation And The Role of The Subject Leader**

The Subject Leader is responsible for ensuring a high quality French curriculum. French at Holy Trinity is monitored and evaluated in the following ways and the evaluation is closely linked to the Ofsted evaluation schedule for Quality of Teaching, Learning and Assessment. As a church school the subject may be evaluated according to the criteria in the SIAMS toolkit.

a) An annual monitoring and evaluation every summer term. This includes:

- a scrutiny of books
- an evaluation of displays especially ones that show the learning process
- a scrutiny of assessments and tracking
- written feedback from staff who highlight any issues e.g. need for resources
- a scrutiny of video evidence

b) If through monitoring and evaluation, it is agreed that improvements in the subject need a stronger focus, the subject will become part of the School Improvement Plan. It is likely that additional time and resources will be allocated to improvements and monitoring may include lesson observations and the closer tracking and evaluation of pupil achievement to ensure actions have an impact on pupil outcomes.

In addition it is the role of the subject leader to:

- stay aware of new developments in the subject and take part in professional development opportunities
- offer guidance and advice to staff
- order new resources
- organise and keep resources easily accessible and tidy.

### **The Role of The Governors**

To enable the Governing Body to carry out its duties in promoting high standards of education and achievement governors need to be fully informed about the standards in French as well as priorities for development. Governors are kept informed in the following ways:

- The Head reports to governors regularly on progress towards objectives within the School Improvement Plan. She also reports on the main outcomes of the annual subject reviews.
- For subjects that are a focus within the School Improvement Plan a more detailed report is presented to governors, often by the subject leader at a Curriculum Committee meeting ( Ethos Committee for RE).
- Governors have opportunities to visit lessons at the school's convenience to see teaching across subjects and may take learning walks with staff and children.