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Establishment Number: 3821

Local Authority Code: 895  
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School Principal: Mr C Adlington      Federation Headteacher: Mrs A J Booth      School Principal: Mrs J Nurse

# Federation Curriculum Policy

## Languages

**Reviewed: November 2022**

**Signed:**

**Mrs J Sercombe** (Chair of Governing Board) .....

**Mrs AJ Booth** (Federation Headteacher) .....

**Mrs J Nurse** (School Principal GPNS) .....

**Mr C Adlington** (School Principal CPS) .....

Next Review Date: October 2024

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## **Statement of Intent, Implementation and Impact**

### **Intent:**

Modern foreign languages at the Cheshire Federation aims to:

- Develop an interest and thirst for learning other languages
- Introduce the learning of French
- Help children to understand the French culture in interesting and stimulating ways
- Embed essential skills of listening, reading, speaking and writing
- Teach 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 and to communicate in French
- Build the children's 'cultural capital' so that they are aware of similarities and differences between cultures
- Build on prior learning
- Promote progression of skills and language acquisition
- Lay foundations for future language learning

### **Implementation:**

Our MFL curriculum has been designed to sequentially develop skills in French and is in line with the requirements of the National Curriculum. Children acquire a bank of vocabulary organised around specific topics. We ensure progression by building on previous knowledge from units already studied to embed it further, as well as introducing new units. Key skills have been mapped across the school to ensure progression between year groups and lessons are appropriately scaffolded to ensure that French is challenging to all. All children in Key Stage 2 are taught French in a weekly discrete lesson and this is delivered using a variety of techniques, including games and singing, to actively engage the children in their learning. Key Stage 1 children are introduced to French through songs, focusing on greetings, and through our French themed days.

### **Impact:**

Pupils leave the federation having acquired the skills to understand simple spoken and written French and also to express themselves through speaking and writing in basic French. Pupils are also able to appreciate the cultural differences between the UK and France and leave Key Stage 2 with a solid foundation in preparation for further foreign language teaching at Key Stage 3.

The curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. The impact of our curriculum is also measured through:

- A reflection on standards achieved against the planned outcomes
- Pupil discussions about their learning
- Work scrutinises
- Lesson observation

Our **curriculum plans in French are clear on what end points the pupils are working towards** and what pupils will need to be able to know and do at those end points.

The French curriculum is **planned and sequenced** so that new knowledge and skills build on what has been taught before, and towards defined end points.

The French curriculum **reflects the school's local context** by addressing typical gaps in pupils' knowledge and skills.

The French curriculum is **broad and creatively linked to other subjects, with an emphasis on language and culture.**

**Disadvantaged pupils or pupils with SEND are supported to access the same broad and challenging curriculum as all pupils.**

Teachers have **expert knowledge** of French and, where they do not, they are supported to address any gaps so that pupils are not disadvantaged.

Teachers enable pupils to understand and embed in long term memory, **key concepts** in French, presenting information clearly and promoting appropriate discussion. Teachers check pupils' **understanding** effectively, identifying and correcting misunderstandings.

Teachers use **assessment** effectively to check pupils' understanding in order to inform their teaching and further planning; this helps pupils to **embed and connect** knowledge fluently and to further develop their learning and skills.

## Legal Framework

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: languages programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## Roles and Responsibilities

The French coordinator is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of languages, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all language resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of French to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of French in subsequent years.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' French skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the French coordinator about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the French coordinator or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

## **Early Years Provision**

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Provision for early years pupils focusses on four specific areas:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

All activities will adhere to the objectives set out in the framework.

In particular, French theme day activities will be used to develop pupils' understanding of the world, helping them to comprehend a world beyond their local community.

## **The National Curriculum**

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

### **KS1 Objectives**

Pupils should be taught to:

- Explore the culture of France through French theme days
- Greet each other in French

### **KS2 Objectives**

Pupils should be taught 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 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 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  
understand basic grammar appropriate to the language being studied, including (where relevant): 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 or are similar to English.

The starred (\*) content above will not be applicable to ancient languages.

### **Cross-curricular links**

Wherever possible, the French curriculum will provide opportunities to establish links with other curriculum areas.

#### **English**

- Pupils are encouraged to use their speaking and listening skills to practise speaking French.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

#### **Science**

- Pupils use their knowledge of the natural world to identify and translate features of themselves and their surroundings.

#### **Computing**

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to translate vocabulary

#### **Spiritual development**

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination

#### **Geography**

- Pupils develop their understanding of French culture and geographical features of France.

### **Teaching and Learning (Pedagogy)**

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.

Lessons will allow for a wide range of practical and verbal activities, including the following:

- Questioning and interpreting
- Singing
- Practical experiences
- Collaborative work
- Role-play and discussions
- Problem-solving activities

- Classifying and grouping
- Researching using secondary sources

Lessons will involve the use of a variety of sources, including maps, books, the internet, pictures and videos.

The classroom teacher, in collaboration with the French coordinator, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity according to the ability of pupils.
- Setting tasks of varying difficulty depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Each year group will have the opportunity to partake in a French theme day.

### **Feedback**

Feedback should:

- Redirect and focus either the teachers' or the learners' actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- Inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Encourage children to take responsibility for improving their own learning by self assessment and peer assessment
- Ultimately be seen by pupils as a positive approach to improving their learning

### **Planning**

All relevant staff members are briefed on the school's planning procedures as part of staff training.

Throughout the school, French is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: Languages programmes of study'.

Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.

Long-term planning overviews are used to outline the units to be taught within each year group.



Medium-term planning are used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

Medium-term plans will identify learning objectives, main learning activities and differentiation.

Medium-term plans will be shared with the French coordinator to ensure there is progression between years.

Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.

Short-term planning is achieved by building on medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

### **Assessment and Reporting**

Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.

Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task. All tasks are quick and pacy as new learning is the priority.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.

Parents will be provided with a written report about their child's progress during the Spring term every year. These will include information on the pupil's attainment, progress and attitude towards languages.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Summer terms.

Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **Resources**

- 9.1 There is a range of resources to support the teaching of languages across the school including a range of practical equipment such as thermometers and compasses, in addition to a wide range of text.
- 9.2 Teachers have access to the library service and can order a wide range of books and resources for each area of learning.
- 9.3 Children have access to the internet through computers, laptops, i-pads and interactive whiteboards.

## **Equal Opportunities & Inclusion**

- 10.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.
- 10.2 Our curriculum is broad and balanced and we have high expectations of all children.
- 10.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.
- 10.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.
- 10.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:
- girls and boys;
  - minority ethnic and faith groups;
  - children for whom English is an additional language;
  - children with special educational needs and disabilities.

## **Staff Development**

- 11.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.
- 11.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.
- 11.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.
- 11.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.
- 11.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.
- 11.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

### **Monitoring and Review**

This policy will be reviewed on an annual basis by the French coordinator.

The French coordinator will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.

The next scheduled review date of this policy is **October 2024**.

### **This policy operates in conjunction with the following school policies:**

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy