

French Policy



Costock CE Primary School

Where every child is a star! 

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

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Next review due by: Autumn Term 2026

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1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Construction of Curriculum (Intent)

At Costock C of E Primary School, we value languages as an important part of the children's entitlement to a varied curriculum. We are currently teaching French to the children in KS2 and provide opportunities for Early Years and KS1 to access appropriate French vocabulary. French provides the children with the opportunities to develop skills and to be able to explore the wider world and other cultures. The French curriculum should engage, inspire and challenge pupils, equipping them with the knowledge and skills to communicate and understand others.

3. Aims and outcomes

Our aims of teaching French are for children to:

- foster an interest in learning another language;
- become aware that language has a structure, and that this structure differs from one language to another;
- develop speaking and listening skills.
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;

- explore their own cultural identities and those of others.

4. Teaching and learning

French is taught in mixed-age classes by teaching staff. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of French might involve:

- › Whole-class teaching
- › Small group discussions
- › Watching pronunciation videos
- › Looking at photographs and pictures
- › Individual projects/research
- › Role play and songs

5. Curriculum overview

At Costock C of E Primary we follow Kapow scheme of work for mixed year groups

5.1 Early Years Foundation Stage (EYFS)

Although there is no requirement for French to be taught in Early Years and Key Stage 1, we still provide these children with the opportunities to explore basic vocabulary skills within this subject.

5.2 Key Stage (KS) 1

Although there is no requirement for French to be taught in Early Years and Key Stage 1, we still provide these children with the opportunities to explore basic vocabulary skills within this subject.

5.3 Key Stage (KS) 2

In line with the National Curriculum subject content pupils will 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.

5.4 Programmes of study

The included subject examples are taken from the Kapow scheme of work for French:

Costock CofE Primary School French Rolling Curriculum						
<u>Long Term Overview</u>						
Cycle A						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	French greetings with puppets	French adjectives of colour, size and shape	Playground games – numbers and age	In a French classroom	Bon appetit	Shopping for French food
Class 3	Portraits – describing in French	Meet my French family	Clothes – Getting dressed in France	French weather	Exploring the French speaking world	Planning a French holiday
Cycle B						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	This is me	School days	Birthday celebrations	Colourful creatures	Fabulous French food	Gourmet tour of France
Class 3	French transport	In my French house	Music in France	French verbs	Visiting a town in France	French sport and the Olympics

6. Cross-curricular links and SMSC

French shares links with the following subjects:

- › English: development of literacy skills through reading and writing
- › Maths: learning numbers and mathematical vocabulary
- › RE: an understanding of different cultures
- › ICT: use of the internet for research
- › Geography: understanding where in the world French is spoken
- › Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

7. Assessment and recording

7.1 Assessment

Costock uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

The short-term assessments that teachers make as part of every lesson, help them to adjust their daily plans. These are then closely matched to the teaching objectives and help to inform of next steps in learning. Written

or verbal feedback is given to help guide children's progress. Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. The French scheme of work, Kapow, will be used to help teachers assess students after each half-termly unit. These assessments will include quizzes and knowledge catchers based on the unit previously taught.

Summative assessment

Teachers make long-term assessments towards the end of the school year. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to child's parents.

At the end of each school year, pupils will be assessed within 1 of the following bands:

- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

[Link to your assessment policy.](#)

Marking

Children receive regular feedback and French marking follows the school's marking policy.

7.2 Recording

In French, pupils will record their learning in the following ways:

- French books

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

- French dictionaries
- Resources provided by Kapow scheme of work

8.2 External speakers, local museums, trips

Children will have the opportunity to take part in any relevant experiences as and when appropriate.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for French at our school will:

- Monitor teacher workload and professional development
- Monitor the quality of resources
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

10. Inclusion

Teachers set high expectations for all pupils in French. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study French, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in French.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy
- Teaching and Learning Policy

12. Monitoring and review

This policy will be reviewed by SLT every 3 years or sooner if required.