



# St Paul's Church of England Primary School

## Modern Foreign Languages Policy - French

**Adopted by:** Curriculum and Achievement Committee

**On:** Tuesday 5<sup>th</sup> March 2024

**Review:** Spring 2027

### 1. Purpose

This policy sets out how St Paul's CE Primary School plans, teaches and assesses languages in Key Stage 2, in line with the statutory requirements of the National Curriculum 2014. We recognise that learning an additional, foreign language helps children to develop a deeper understanding of communication and cultures in our world. It lays the foundation for deeper language study in Secondary School and supports pupils to learn additional languages.

### 2. Vision

As our pupils move through Key Stage 2 they will develop greater confidence in understanding and producing simple language structures in French. The online resource which forms our scheme of work provides a structured and cumulative programme to learn and practice key vocabulary sets and language functions in line with the National Curriculum. It provides support for fluent and non-fluent teachers, enabling them to teach with confidence through a series of fun and engaging units of work. Pupils will leave key stage 2 with a firm languages base on which they can build in Key stage 3.

### 3. Aims

Our teaching of French in Key Stage 2 introduces children to an additional language and helps them develop basic reading, writing, speaking and listening skills in French. They learn to understand basic French and respond to spoken and written French asking questions to gather information. They will learn to improve their pronunciation and confidence in French.

### 4. Roles and Responsibilities

#### Governors

- To ensure that Modern Foreign Languages is taught in line with National Curriculum requirements in the school
- To identify a subject specialist governor to liaise with the subject leader, acting as an advocate for the subject and providing deeper understanding to the governing body.
- To receive and consider an annual report on the subject from the subject leader

#### Subject Leader

- To provide long term/medium term planning to support teaching staff in delivering the full curriculum, ensuring effective coverage.
- To provide support and guidance to teaching staff including practical class teaching support to support and develop the practice of all teaching staff in the subject.

- To monitor and evaluate planning, teaching, pupil work, learning environment, parental feedback, pupil voice and other forms of scrutiny to identify strengths and opportunities for further development in the subject.
- To have an overview of the quality of teaching and learning across all phases of the school.
- To write and keep up-to-date policies and other relevant subject documentation.
- To maintain a subject leader file to include monitoring activities and outcomes, action planning, budget and resource wishlists, inventory resources, curriculum plans and other curriculum initiative documentation etc.
- To plan and provide INSET/CPD training either with an external provider or internally by the subject leader to support all teaching staff.
- To support the effective induction of new staff into the school
- To work one-to-one with staff needing additional support to deliver the curriculum effectively.
- To keep up-to-date with relevant subject networks, professional organisations and others to ensure that you are abreast of national and local developments in the subject and can speak authoritatively about the subject.
- To attend and actively seek out CPD to develop your own professional knowledge and skills in the subject.
- To disseminate curriculum developments with the wider teaching staff.
- To engage with other subject leaders and organisations, exploiting these links to enhance the curriculum offer.
- To order, store, audit and maintain resources to support effective teaching and learning in the subject across the school.
- To manage and collate assessment of the subject.
- To prepare an annual report on the subject for governors.
- To write half termly learning organisers for years 3-6 outlining what the children will be learning that half term and the vocabulary to focus on understanding.

### **Teaching Staff (this may include HLTAs)**

- To use the school's subject curriculum in order to plan challenging and effective lessons for pupils of all abilities in your class.
- To plan lessons using the school's agreed planning templates, recording and storing them in line with school procedures
- To use the resources provided in school to teach effective lessons.
- To seek help and advice from the Subject Leader if needed to ensure that lessons are effectively delivered.
- To mark and assess pupils work in a timely and effective way, in line with school procedures.
- To provide assessment information to the subject leader in line with the school's assessment schedule.
- To participate in subject monitoring activities.

### **Pupils**

- To participate actively in learning activities, doing your best and helping others to learn too.

- To complete homework and classwork activities to the best of your ability at all times.
- To refer to the half term learning organisers and complete the learnt vocabulary boxes once confident with what the new vocabulary means.

## 5. Curriculum Organisation

French is taught using *Rigolo*, a high-quality online teaching scheme for French, which supports teachers regardless of their own fluency in French. We recognise that Primary Teachers are generalists and will have varying degrees of confidence in delivering the French curriculum. *Rigolo* provides audio files, video clips and comprehensive teaching notes and resources to support teachers in delivering the curriculum effectively. *Rigolo* is available through the school's LGFL subscription. All resources can be accessed using the teacher's LGFL login.

### *Teaching Time & Schemes of Work*

French is timetabled for every Key stage 2 class. Each class has a 30 minute lesson of French weekly. The school has matched the *Rigolo* scheme of work to each Year Group to ensure effective progression, assessment and curriculum coverage.

*Rigolo* has two components:

- *Rigolo 1*, made up of 12 units. This is taught in Year 3 and Year 4.
- *Rigolo 2*, made up of another 12 units. This is taught in Year 5 and Year 6.

One unit is completed each half term. This is mapped onto the school's curriculum map.

### *Rigolo Lessons*

*Rigolo* Lessons centre on particular language functions or lexical sets. Each lesson has comprehensive teaching notes and answers for the exercises within the lesson. There is usually an interactive media clip that introduces the target language alongside some interactive activities to repeat, practice and explore the language. These are supported by worksheets that pupils complete and use to revise and practise learning.

As much of the learning centres on oral confidence and acquiring language through contextual cues, the majority of the lesson is spent speaking and listening. Written work underpins the learning, usually towards the end of the lesson.

### *Recording*

*Rigolo* provides printable worksheets with the correct target language on them. As a result French is not recorded in an exercise book, but instead children have a French folder into which marked worksheets are inserted.

Children's learning organisers for each unit are kept in their French folders.

The folder can have other pages to collect vocabulary and for recording work on the culture, location and life in Francophone countries. The teacher can add pages and information to enrich the child's learning.

## 6. Assessment, Attainment and Progress

The Modern Foreign languages subject leader monitors teaching and progress in French by:

- Informal discussions with staff and pupils
- A range of monitoring activities including: lesson observation, planning scrutiny, , pupil conferencing, learning walks etc.
- Work scrutiny
- Collection of assessment data
- Non core assessments to be completed in July.

## 7. Resources

The majority of resources for the teaching of French are available through the *Rigolo* resource on the school's LGFL learning platform.

## 8. Display

Classes should have a display space dedicated to French throughout the year. This is essential in order to support pupils in embedding new vocabulary and language functions. Display will typically be to support rather than celebrate learning for much of the school year. Display will evolve each half term to reflect the unit of *Rigolo* being studied. The key elements of an effective MFL display will be core vocabulary and key language functions. This can be used whilst teaching to key pupils in to new language and expressions. Ideally display will be monolingual, with picture being used to provide translation, rather than English.