



French Policy

Staff Responsible:

Karl Murphy

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Teaching and Learning in French

Teaching and Learning Documentation

In order to communicate effectively in each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Curriculum Planning

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. Subject Audit - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. Subject Action Plan - Supports the RAG rating from the Subject Audit.
3. Learning Enquiry - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice.
4. From the steps above, all findings are collated, feedback is shared and next steps are actioned.

Delivery of French

In Shotley Bridge Primary School, French is taught on a weekly basis by class teachers for at least 30 minutes minimum. We use the Language Angels Scheme to deliver the French Curriculum.

Lesson Content

In support of foundational understanding of French, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include: -

- Learning Intention - To be shared and recorded for each lesson
- The lessons will begin with a greeting in French:- E.G "Bonjour la classe!"
Retrieval task, children will spend the first few minutes of the lesson recapping French vocabulary/key phrases from previous lesson. They will be asked what key facts they remembered from the last lesson.
- Key vocabulary - Relevant and focused vocabulary for the lesson are shared, here is a lot of reinforcement of speaking, listening to pronunciation of words, reading, writing and grammar through lesson plans. Also, songs and rhymes help to reinforce the content covered in each unit.

In Key Stage One French begins in the Summer Term, introducing the children to 4 introductory lessons of numbers, greetings, colours and days of the week.

In Key Stage 2, from Year 3 to Y6, each child will have a French Vocabulary book, which they take with them to the next year group. This will help to consolidate and extend their vocabulary knowledge as they go through the primary years. As children progress through Key Stage Two they will broaden and deepen their knowledge of French, by listening to French pronunciation, reading and looking for cognates, writing for different purposes and discussing any grammar issues that occur. The units will tie in with other subject areas where possible. By the end of Year 6, pupils will have had a good foundation in French to prepare them to become secondary ready.

In our French lessons, we ensure that both our pupils' knowledge and understanding is built upon year on year.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence French effectively, the following strategies have been implemented: -

- Year 2 - Use of whiteboards/discussion to check understanding.
- KS2 - Exercise books

Assessment

Throughout French lessons, the Class Teacher uses sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up.

The Class Teacher assesses children's learning through retrieval within the lesson and Class Teachers use a range of strategies, such as evidence in books, questioning, and observations to make judgements about the children and to plan for next steps.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.