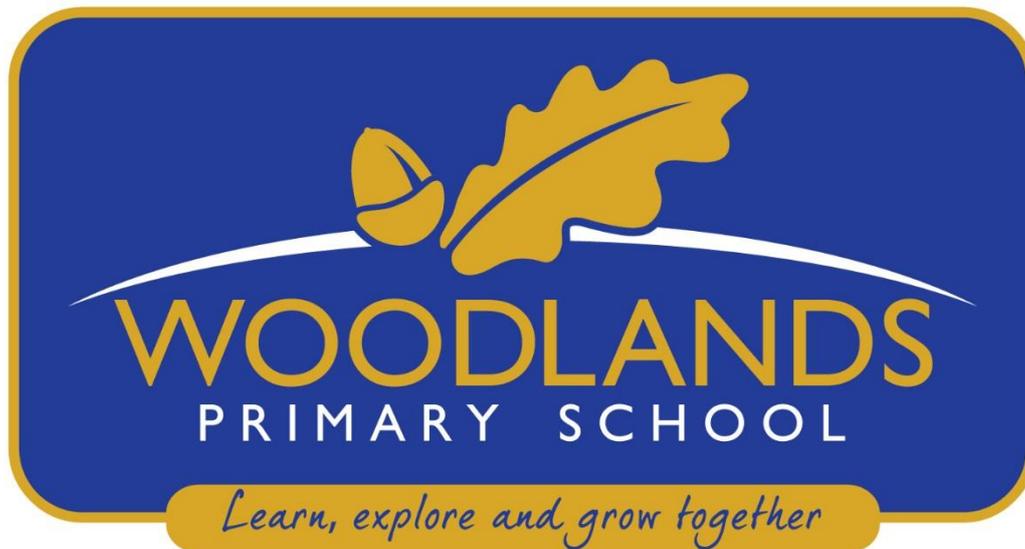


Woodlands Primary School

Foreign Languages (FL) Policy



Written by	Marianne Anacleto
Date for Review	Autumn 2019
Signed – Headteacher	

This policy has been impact assessed by Mary Chatley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Document Purpose

This policy document sets out our school's aims, principles and strategies for the delivery of foreign languages. It will form the basis for the development of foreign language teaching in the school over the next three years. It gives guidance on planning, teaching and assessment. This policy was updated in the Autumn term 2016 by the foreign languages coordinator.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching staff and the curriculum committee of the Governing Body.

The significance of Foreign Languages

The learning of a foreign language prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. In the future, these skills will enable pupils to learn new languages or to improve their competence in an existing language. Increased capability in the use of a foreign language promotes initiative, confidence and independent learning and encourages diversity within society.

Subject Aims

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

General

- To increase children's linguistic competence through regular timetabled FL sessions.
- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning and cultural diversity through a range of learning activities.

Speaking and Listening

The children will be given opportunities to:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening.
- Develop their oral abilities at their own levels.
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations.
- Be able to express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.

Reading

The children will be given opportunities to:

- Read new vocabulary as it is introduced.
- Read texts for enjoyment and to practise vocabulary.
- Read texts to gain awareness of the structure of written French and begin to learn the grapheme-phoneme relationships and compare them with English.

Writing

The children will be given opportunities to:

- Experiment with the writing of simple words and phrases – copy writing and to write some single familiar words from memory.
- Make sentences using word and phrase cards.
- Write a sentence following a model but changing one or two words in the sentence.
- Construct their own sentences from memory and by referring to their books and bilingual dictionaries.

Curriculum and School Organisation

Whilst there is a strong focus on language learning skills (transferable to learning any new language), French is taught across the whole of KS1 and KS2 to ensure substantial progress in one language. However, other languages and the cultural and linguistic expertise of all pupils and staff are promoted when possible e.g. through various geography and SMSC topics.

Children are taught specific skills, concepts and vocabulary in a weekly French lesson taught by dedicated language teachers. The practice of any new vocabulary is encouraged by the class teacher during the week.

Our School aims to deliver the requirements of the national curriculum. This ensures that particular language learning strategies are taught and appropriate skills are practised. Our planning for French outlines which topics are covered in each year group and ensures progression throughout Key Stages 1 and 2.

Curriculum Management

The FL co-ordinator will facilitate the development of FL in the following ways:

- ~By managing the implementation and updating of the FL policy;
- ~By ordering, updating and allocating resources;
- ~By keeping abreast of new developments in the teaching and assessment of foreign languages;
- ~By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- ~By contributing to the School Development Plan on an annual basis;
- ~By liaising with feeder and or receiving schools;

Inclusion

All pupils, regardless of disability, race or gender, shall have the opportunity to develop FL capability. The school recognises the motivational advantages of the use of FL by children with special educational needs.

Planning

All long-term, medium-term and short-term planning is undertaken by the dedicated French teachers, who adapt plans as necessary.

Class Organisation and Teaching Style

During French lessons, children are given the opportunity to work as a class, as part of a group, in partners and as individuals. The choice of class organisation is determined by the learning task. By its nature, FL learning will be interactive with visual, auditory and kinaesthetic learning and all lessons involve a range of activities.

Progression

Progression takes the form of increasingly demanding grammatical structures. For example,

nouns with definite/indefinite article	le stylo/un stylo	the pen/a pen
nouns with appropriate adjective	un stylo rouge	a red pen
verbs in the first person	j'ai un stylo	I have a pen
verbs in the third person	il/elle a un stylo	he/she has a pen
verbs with nouns and adjectives.	Il/elle a un stylo rouge	he/she has a red pen

The children are gradually asked to respond to longer pieces of French. New vocabulary is usually presented not only orally, but also with the written word, giving visual learners and able readers extra access and encouraging all children to make links between the English and French languages and spelling systems. Children are encouraged to become confident responding orally before experimenting with writing.

Assessment, Record Keeping, Reporting

Formative assessment is used to support teaching and learning and inform future planning. As the French teacher works through the scheme of work he/she records his/her observations where appropriate and assesses the children's progress in the target language based on their achievement of the learning intentions in lessons and in end of unit assessments. These assessments will be used to identify gifted linguists and those requiring extra support. Written French work is marked in line with the school policy on marking.

In each pupil's formal report given at the end of the academic year, a progress and effort grade is given for their achievement in French.

Monitoring

Monitoring is carried out by the head teacher, a member of senior management or the FL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Observation of FL displays
- Collection of FL planning

- Looking at the work in individual books
- Classroom observations

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, children's story books, Tout le monde levels 1-4, 2 Simple French and a range of practical resources.

Each year group will have a French display of children's work or relevant vocabulary and grammatical structures.

The FL co-ordinator is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the FL budget.

INSET Provision

The FL coordinator will attend subject leader meetings and relevant CPD training to support their work in school and cascade any relevant information to staff during staff meetings or on staff development days.

Evaluation/review

The Head Teacher and staff will review this policy in the Autumn term 2019.