

**Heptonstall J&I
Modern Foreign Languages Policy
French**



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Intent

At Heptonstall School we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. The core language taught at Heptonstall School in key stage 2 is French. Our planning is based on the Twinkl Plan-It scheme of work which covers all the components of the Programme of Study. It is the intention that all children in key stage 2 will access quality first teaching of French in order to prepare them for their future language learning in key stage 3. We believe that it is essential for our key stage 2 pupils to develop an interest in learning another language that is enjoyable and stimulating as well as developing their confidence and creativity. As a school we strongly feel that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others which feeds into our focus on developing cultural capital throughout the school.

Aims for pupils

Through our teaching of a foreign language, we will provide opportunities for children as follows:

- To become increasingly familiar with the sounds and written form of a modern foreign language;
- To develop language skills and language-learning skills;
- To understand and communicate in a new language;
- To make comparisons between the foreign language and English or another language;
- To increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- To foster positive attitudes towards foreign language learning;
- To use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and writing;
- To form a sound basis for further study at key stage 3 and beyond.

Implementation

Planning

Planning is taken from the Twinkl PlanIt scheme of work for French that incorporate all of the 12 teaching aims for language learning in French. Over the years, children should gradually progress through to more complex concepts in French. The Subject Overview is used to plan and track the coverage of the 12 teaching aims in language learning in French using the PlanIt French scheme of work. Each aim in the PlanIt French KS2 scheme of work is taught and re-taught from Year 3 to Year 6 in engaging and meaningful units. The use Knowledge Organisers supports the recapping of knowledge and regular consolidation tasks are included in lessons in

order to support children with retention. The Twinkl PlanIt lesson resources are easily accessible on the school system and provide a range of engaging activities, including animations, quizzes and stories. It is particularly useful for non-specialist language teachers as audio and translation support are provided throughout. Our skills progression document clearly states what should be taught throughout each stage and the topics. provide the vehicle for doing this.

Children are encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language, especially as the majority of children in our school speak more than one language. Pupils are encouraged to share their experiences of other languages and cultures, and find things out for themselves. Pupils work individually, in pairs, small group and in whole class situations according to the activity. Work is mainly oral, but an increasing number of reading and writing tasks are included as pupils enter upper key stage 2.

MFL (French) Long Term Plan Heptonstall School

		Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Sapling Y3 & Y4	Cycle A	Getting to know you	All about me	Food glorious food	Family and friends	Our school	Time
	Cycle B	All around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
Oak Y5 & Y6	Cycle A	Pleased to meet you	All about ourselves	That's tasty	Family and friends	School life	Time travelling
	Cycle B	Let's visit a French town	Let's go shopping	This is France	All in a day	Our precious planet	More to explore

Inclusion

We are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn, and we take this into consideration when planning approaches to teaching and learning which will allow all pupils to participate fully and effectively, including those with SEND.

The scheme of work is designed to cater for pupils working at different levels. It is also designed to be challenging and raise expectations. We recognise that all classes have children of widely differing abilities. While all children start to experience foreign languages for the first time in year 3, some will grasp the language quicker and as such need to be challenged accordingly. Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the pupil. We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

This is achieved by, for example:

- Setting common tasks which are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all pupils complete all tasks);
- Grouping pupils according to ability in the room and setting different tasks for each group;
- Providing resources of different complexities, matched to the ability of the child;
- Using additional resources to support the work of individual children/groups of children;
- Using peer support by partnering pupils of disparate ability to complete tasks.

Monitoring

The subject leader is responsible for monitoring the standard of the children's work and quality of teaching in languages, developing the assessment and ensuring progression and continuity within the subject. This is carried out through a combination of deep dives with SLT, book-looks, monitoring of online folders, learning walks, lesson visits and speaking to children and teachers. Additionally, the subject leader will support colleagues in their teaching, inform staff of any current developments in the subject and provide leadership and direction for languages across school. The subject leader updates resources which are needed to deliver the languages curriculum, within budget restraints. There will be at least one deep dive per year in languages, where children's work is looked at in depth and some lessons will be observed. Informal drop-ins and team teaching will take place throughout the year so that the languages lead can stay in touch with what is happening in the subject and to support teachers with their planning and teaching.

Impact

Assessment and Feedback

All teachers use the progression of skills document in French as a tool for teaching and assessment. The progression of skills document ensures that teachers are able to understand what has been previously been taught, what they need to teach in their year group and what will be taught next. It is also a tool for identifying any gaps in pupils' learning and allows teachers to plan for this effectively. Teachers then assess children's progress by making informal judgements during lessons; this informs planning for subsequent learning experiences.

Children demonstrate their ability in languages in a variety of different ways and teachers assess accordingly. On completion of a piece of work, the teacher marks and assesses the work and uses this to inform future planning. Written or verbal feedback is given to the child to help guide their progress. All children are encouraged to make judgements about how they can improve their own work and are always encouraged to strive for excellence.

Once the children complete a whole unit of work, the teacher makes a summary judgement of work for each child in relation to the national curriculum objectives. The children will also complete a must know quiz based on the must know facts the children will have learned during the year. The must know quizzes will also include knowledge facts from the children's previous learning to ensure children are recapping and deepening their knowledge.