



Faith, Family and Fascination

French

(Modern Foreign Language)

Policy

Boutcher C.E. Primary School

Reviewed by:	Margaux Simmons
--------------	-----------------

Last reviewed during:	Spring 2024
-----------------------	-------------

Next review due by:	Spring 2026
---------------------	-------------

“Love one another. As I have loved you, so you must love one another.”
John 13:34

FRENCH POLICY

Mission Statement

The Modern Foreign Languages (MFL) Policy will support the delivery of the Mission Statement. MFL takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

SMSC Statement

Through the teaching of MFL children's SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future.

Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want MFL to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

Equal Opportunities and Inclusion

In MFL we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by personalising our modern languages curriculum, promoting inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as challenging all children to take an active part in their learning and to achieve their potential.

FRENCH POLICY

Aims and Objectives

National Curriculum Aims:

“Every child should have the opportunity throughout Key Stage Two to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning.” National Languages Strategy Language for all: Languages for Life, 2002

- to understand and respond to spoken and written language from a variety of authentic sources
- to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Boutcher Aims:

- foster an interest in learning other languages
- introduce young children to another language in a way that is enjoyable and fun;
- stimulate and encourage children’s curiosity about language
- encourage children to be aware that language has a structure and that the structure differs from one language to another
- explore differences and similarities between other languages and English
- help the children develop their awareness of cultural differences in other countries
- develop their speaking and listening skills
- lay the foundations for future study.

Organisation, Planning and Delivery

In our school, we teach French to all Key Stage Two children. The curriculum that we follow is based on the Key Stage Two Framework for Languages. This is split into three core strands of Oracy, Literacy and Intercultural Understanding, providing progression over four years. There are also two cross cutting strands: Knowledge about Language and Language Learning Strategies. These provide the children with the skills and tools they need for language learning.

Lessons are based around a topic e.g. ‘Welcome to school’ and allow progression in vocabulary and sentence structures. Lessons include a variety of techniques to encourage the children to have an active engagement in language learning: these include games, role-play, songs, puppets, mimes, actions and stories. The emphasis is on enjoyment so that children develop a positive attitude towards language learning and grow in confidence.

French lessons are taught weekly to ensure progress and skills development, children are taught specific skills, concepts and vocabulary in 30-minute lessons with a dedicated French teacher. It is taught frequently so that pupils have opportunities to revisit, make links and connections to prior learning and other areas of the curriculum, and build on their learning. Class teachers are encouraged to be present and the content of these sessions are reinforced by them the following week. Furthermore, each class teacher may use basic French classroom vocabulary (e.g. during the register) throughout the day and should expect the pupils to do the same.

FRENCH POLICY

Children that are fluent French speakers are provided with extra opportunities to demonstrate their language skills to others and may be asked to model pronunciation. Teachers will seek opportunities for these children to be the 'experts' and to share their heritage and cultures with their peers.

Educational Visits

Children in Year Six are offered the opportunity to participate in a German exchange trip. This provides children with the chance to live and experience life in another cultural and language context.

Children attending this trip receive some German tuition in the weeks leading up to it to support them in conversing with the German children and the families they stay with. This is taught by a member of staff and children are encouraged to continue with this learning through Duolingo. We also host the German school for a week and all children have the opportunity to learn about and from them as well as to converse with the children. This opportunity provides the children with a unique experience to understand life in another country and supports our aim of creating a love for languages.

Other educational visits may take place where they are deemed by the class teacher and/or MFL coordinator to support our school aims for MFL.

Resources

A variety of resources are available for teachers, these include: puppets, bilingual books, other reference books and flashcards. We have the Duolingo App on our iPads to further support language learning and the Chromebooks can be used for lessons.

Marking and Feedback

Feedback is key to producing independent learners in MFL and helps to raise attainment by celebrating the successful aspects of a child's work and also reminding them of the next step. Feedback and marking in MFL aims to challenge the children, make them question and to give them the skills needed to refine or correct their work.

Progress and Assessment

Most assessment is formative and used to support teaching and learning and to inform planning. Teachers record their observations and assess the children's progress in French based on their achievement of the learning outcomes in lessons. These informal assessments are used to identify gifted linguists and those requiring extra support. We are still in the early stages of assessment and record keeping and systems still need to be put in place and refined. Progress and achievement in MFL are reported to parents through end of year reports. Inset and meetings will occur when necessary to develop CPD opportunities for the team.

Monitoring by the Governors

The vice chair of the Governors works closely with the Headteacher and Coordinator and is kept up to date on the current practice and policy in MFL. They may sometimes have informal conversations with children and teachers about MFL lessons at Boutcher.

Cross-Curricular Skills and Links

MFL is integral to all we do at Boutcher and is rooted into our curriculum provision. Cross-curricular links are encouraged and where possible, teachers will exploit cross curricular links, e.g. Geography,

FRENCH POLICY

DT and Art. Children greet each other in the morning and afternoons in French and count every day in French. Children also carry out different classroom instructions in French during the day.

Role and Responsibility of Coordinator

The MFL coordinator is actively involved in planning and monitoring the subject. They run planning meetings, staff INSET where required and distribute new ideas and resources among the teaching staff. The coordinator monitors the standard of MFL work across the school through observations and data.

Opportunities are provided for teachers to observe the coordinator teaching the subject.

The coordinator is responsible for assessing staff development needs and organising training, they are responsible for ensuring that there are adequate resources to support teachers and specialist teachers in the delivery of lessons.

From time to time, the MFL coordinator may be asked to fulfil other duties as part of the role.

Plan for Unforeseen School Closure

Should there be an entire school closure we will continue to teach children in accordance with the MFL curriculum overview. We will continue to plan a variety of activities and provide children with opportunities to continue with their learning at home with lessons being tailored and adapted to suit home learning.

We will use online platforms to teach and deliver homework. Please see the Remote Learning Policy.

Promoting Diversity in Modern Foreign Languages

At Boutcher, we have always been committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For BAME children, this may be learning about prominent figures and their influence from people from a range of countries and places. We want children to see themselves as the future and be equipped with the necessary skills and knowledge from the wider world. If children have self-belief and determination, they will achieve greatness.

In terms of MFL, we want all children to feel they are positively represented and valued. We believe that all pupils have the ability to learn a language and, in our experience, children with SEN respond very enthusiastically to learning a foreign language. We reinforce this positive attitude by teaching every lesson in a lively and interactive manner.

As set out in the *Framework for Languages*, we make sure MFL is accessible to all pupils by:

- setting suitable learning objectives.
- responding to the variety of learning styles.
- overcoming potential barriers of individuals and groups.

We also promote a positive image of bilingual children and we celebrate the languages that EAL children speak at home. In MFL lessons, children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on appropriate forms and handed to the Headteacher.