KINGS HILL SCHOOL
PRIMARY & NURSERY

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French Policy

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Introduction

French is taught at Kings Hill in KS2 from a well-established bespoke curriculum, designed to link with other subjects, school values and SMSC. From January 2022, French will be taught to Year 2. Lessons throughout the school are weekly and are taught by a subject specialist. All lessons in KS2 are 60 minutes and happen weekly in established timetable slots. We also currently hold a gold outstanding quality mark from Primary Languages Network and when Ofsted visited in February 2024, French underwent a deep dive inspection and was deemed ooutstanding.

Intent

Our intention is to deliver a solid curriculum based on the four pillars of vocabulary, grammar, phonics and culture. Our curriculum is robust and delivered in steps to lead to progression, allowing pupils to understand the language and culture and become well-rounded global citizens. Our intention is that pupils can develop their skills, apply them to new topics and leave primary school as confident linguists, with an appreciation for the wider world. We know that our curriculum is robust as careful planning, retrieval and tracking ensure that everyone makes good progress. SMSC education takes a central role in the delivery of French, teaching children respect, resilience and courage.

Curriculum Design

The French curriculum is bespoke to Kings Hill School and has been developed where possible to include links with other subject areas, such as history (Stone Age Man, Huguenots), Art (Matisse and Cezanne) and maps have been completed to link to SPaG and Maths. The study of any language also has strong connections to SMSC, values-based learning, British Values and these connections are strengthened in every lesson. Lessons are not just in class, but we make use of the outdoor area as much as possible as French is a living, moving subject. Within a series of lessons and across the whole progress mode,l there are opportunities to strengthen retrieval and a variety of tools are used to aid memory and increase processing speed. Due to the fact that there is a lack of time in KS3, a lot of curriculum time is given to understanding the culture of the Francophone world and that French speakers come from all over the world and are from all backgrounds and religions. The curriculum is also designed with KS3 and 4 in mind and covers a large number of the high frequency structures that students will encounter, along with an ability to read and speak French with good phonic accuracy. The curriculum also makes time to celebrate European Day of Languages and annual French days are held. Through the robust, well-designed curriculum we produce confident linguists who can progress to KS3 with an outstanding base to build on.

Curriculum Drivers and Values-based education

Progress models and lessons highlight our school values and curriculum drivers are highlighted where relevant. The drivers, communication, real world engagement and well-being are particularly relevant to learning a language and situations are created to reflect this such as buying a ticket, writing to a pen friend and celebrating French and other languages spoken within our local community. Throughout the whole school, well-being is nurtured by fostering and role modelling good language-learning behaviours such as listening and showing respect. Pupils and parents are reminded of these connections with regular updates in newsletters and on the website.

Implementation

The French curriculum is coherently planned to cover the pillars of culture, vocabulary/structures, phonics and grammar. The curriculum evolves and changes to encompass new ideas or changing topics but the final outcomes are the same. The curriculum is delivered with a range of resources to allow for retrieval and knowledge growth.

- Curriculum maps are in place for French across all years. The subject specialist teacher is able to build on the schema, throughout the Key stages and in preparation for KS3.

- French does not use a knowledge organiser but powerful knowledge is displayed in classrooms and in books.
- Precision teaching for traditionally more complex areas is used to ensure misconceptions are avoided or removed. Retrieval practice is used at the start of lessons in speaking and listening tasks as listening is the more difficult of the four skills as this helps to build and encourage deeper retention.
- Regular teaching of French phonics and half termly recaps create and build a confidence to predict and pronounce correctly.
- Learners have access to a wide range of reading materials such as books and magazines which reflect the topics covered but also foster a love of reading and a can-do attitude.
- Every term through formative assessment and applying knowledge we aim to push learners to master the skills that they have learnt by explaining them or applying them to something new.
- The teacher constantly monitors and tracks learners' progress through feedback, assessment for learning, traffic light grids in books and individual conversations with learners and marking.
- The teacher will react to assessments and change and adapt the curriculum where necessary (awareness of gaps due to Covid for example).
- Develop strong relationships with parents, carers and the community to foster support of language learning, through feedback, newsletters, praise and celebrating successes.
- Foster links with other schools to collaborate and build on existing schema and share best practice.

Curriculum planning and organisation

The curriculum has been planned to reflect the topic-based approach where possible. It will not always be possible to do this especially when the topics hinder the teaching of French. Topics are chosen to introduce or build on high frequency structures and ideas that can be built on over time. Progress models are evolving and changing to reflect new ideas, different opportunities or to encompass a whole school event. Linking with the SIP, reading and having access to a variety of texts, which are engaging and enriching is paramount and these are used where possible. Connections to words and etymology are explicitly taught and discussed. To link in with our philosophy, other wider curriculum events are included:

- Writing weeks for English eg elephants linking to Babar the Elephant, detective writing linking to Tintin and linguistic Olympiad work.
- Whole school French days
- Entering competitions such as Primary Bee, pop video for L'Institut Français.
- Publishing learners' work in Write Away magazine.
- Taking learners to Gifted Linguist workshops.
- Linking remembrance day to Paschendaele 100 and recently marking 80 years since D-Day.
- Selling flower seeds for remembrance.
- Celebrating events on the francophone calendar in school.
- Writing to penfriends in the south of France.
- Celebrating European Day of Languages.
- Poetry recital and comic book competitions.
- Pétanque competitions.

Learning environment

French lessons are taught in the learners' classrooms and when possible, outside. Each classroom has a display with the key ideas for French for that term. It also enables non-specialists to support French learning throughout the week with any additional input that they can do. Where possible, the outdoor areas are used for games and physical activity.

Impact

Communication: Our learners are secondary-ready to learn MFL. They know what language learning behaviours are and have the skills to reach their potential in a secondary environment.

Expertise: Our learners are keen and open-minded linguists. They want to know more about the language and culture that they are learning. They have all made expected progress and some will have made even more progress.

Innovation: Our learners are questioning and like to investigate and understand why. They are able to use their imaginations to write creatively in French and apply this to other areas of language-learning.
Individuality: Our learners are resilient in French. They understand that learning a language is a labour of love and staff share their experiences of language learning with them. They are confident in asking questions and enquiring. They also appreciate the similarities and differences between other cultures. This acceptance enables them to progress in the world and be a global citizen.

Real world engagement: Our learners are global citizens with an understanding of the wider world and the differences and similarities that exist. They are confident in progress to KS3 and appreciate the joy and dedication of learning another language and what that can lead to.

Equal Opportunities

Our thematic approach enables all children to fully participate in the curriculum and make progress. No child is withdrawn from French and with the support of 1:1 assistance and scaffolded work, SEND learners can learn alongside their peers and make progress.

Parental Involvement

All parents are informed of their children's learning via curriculum maps and the fortnightly newsletters that go out to parents and carers. Parents are also invited to join with language days and contribute to careers assemblies for example. French is also reported in end of year progress reports.

Monitoring the curriculum

We regularly review how well our curriculum intent enables consistent high achievement and impact by considering the following

High Quality Outcomes

- How well are children learning the content outlined in the curriculum?
- Is there evidence that pupils are making connections between 'old' knowledge and 'new' knowledge and between knowledge acquired across the curriculum?
- Are teaching expectations high enough?
- Are pupils challenged to think and evaluate their learning?
- Is assessment purposeful, efficient and used to shape learning?

Curriculum content is coherent

- Are pupils able to make horizontal, vertical and diagonal connections?
- Do teachers respond to educational research?
- Is learning adapted to reflect current affairs and pupils' needs?
- Does assessment enable teachers to check that children have built the knowledge they need for subsequent learning?

Mastery for all

- Is the curriculum sufficiently challenging and appropriate for all?
- Are there high expectations for all?
- Does pupil's work show that tasks are rich and allow pupils to show higher standards?
- Is teaching sequenced so that pupils master the fundamentals and then acquire more detailed knowledge?

Embedding knowledge and skills

- Planning allows pupils opportunities to build long-term knowledge and understanding so that they can they apply cognitive skills such as analysis, evaluation, and problem solving?
- Evaluate what knowledge & skills pupils have gained against expectations?
- Is each subject given integrity and taught systematically and progressively?
- Are there coherent links that increasingly challenge and embed knowledge and skills?

Being part of a community

- Are the rich resources within the local community and environment maximised?
- Do pupils learn from others?
- Do pupils engage with the local community, national and global issues?
- Are pupils able to relate their values and experiences to British Values?

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires