



FRENCH POLICY

INTRODUCTION

This policy sets out The Single School's aims, principles and strategies for the delivery of Modern Foreign Languages. It will form the basis for the development of French in the school and will be reviewed after one year.

The Single School's proximity to the Channel ports and the Channel Tunnel, together with the cultural and business links between France and Great Britain, meant that the teaching of French seemed the logical choice.

The UK is becoming an increasingly multicultural society and as a school we have a duty to provide our pupils with an understanding of other cultures and languages.

Learning a language helps to create enthusiastic learners and develops a positive attitude to language learning throughout life. The skills, knowledge and understanding gained from learning a foreign language make a major contribution to the development of pupils' oral and literacy skills and to their understanding of their own cultures and those of others. It can also give pupils a new perspective of their own language.

AIMS OF FRENCH LANGUAGE TEACHING

The Single School has four main aims for the teaching of French:

1. To develop general language skills through a new learning experience leading to positive achievement;
2. To support pupils in becoming aware that language has a structure which differs from one language to another;
3. To develop listening and speaking skills and provide a new context for communication and interaction, thereby increasing social skills.
4. To encourage awareness of pupils' own cultural identities and those of others.

NATIONAL CURRICULUM STRUCTURE

The Statutory Orders for Modern Foreign Language provision require that a foreign language (in this instance, French) should be taught to all pupils at Key Stages 2 and 3.

From September 2015 the school decided to offer French as an accredited course to pupils in Key Stage 4.

In MFL there are four attainment targets that are organised under the four language skills of listening, speaking, reading and writing. Activities will often cover two or more of these language skills.

In line with the National Curriculum, teaching of French will aim to enable pupils to understand and communicate ideas, facts and feelings in speech and writing. The focus will be on familiar and routine matters and pupils will be encouraged to use their knowledge of phonology, grammatical structures and vocabulary. The teaching of French will focus on practical communication.

TEACHING AND LEARNING STYLES AND APPROACHES

The teaching of French at The Single School has a highly practical approach, using games, songs and visual materials to reinforce the learning experience. Pupils have the opportunity to support their work through the use of ICT.

As a school, a balance is offered between whole class, group and individual work with frequent overlearning and reinforcement.

The teaching of French requires that there are four main areas of emphasis:

- Acquiring knowledge and understanding of the target language
- Developing language skills
- Developing language learning skills
- Developing cultural awareness

CONSIDERATIONS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

As in all areas of the curriculum, children with significant learning difficulties will show some problems which have to be taken into account when providing a suitably differentiated approach to the teaching of French. These may include some, or all of the following:

- Poor short term memory
- Lack of self-esteem and confidence
- Poor levels of concentration
- Difficulty in learning a cumulative subject
- Restricted social skills
- Poor audio discrimination
- Visual Impairments
- Hearing Impairments
- Sensory overload
- Problems in interpreting visual messages/weak visual skills
- Limited awareness of other cultures

Alternatively, there are many benefits for children when learning a foreign language. These include:

- The potential for improvement in communication skills through speaking and listening
- Opportunities to acquire a range of social skills through interaction and communication
- Helps children to become more aware of their own language and improve literacy across the curriculum. Partial bi-lingualism can have a beneficial effect on brain development
- Children with delayed development skills can re-visit basic concepts, through making links with their own language, such as telling the time, the seasons, numbers etc
- Increase in self-confidence
- Learning a subject which has no history of failure
- Exploring cultural differences.

It may be necessary to use specialist equipment to give motivating and relevant experiences to children with sensory and physical disabilities.

ORGANISATION

Key Stage 2 pupils are entitled to a lesson of French per week. Lessons are taught practically, learning words, phrases, songs, doing activities and playing games.

At Key Stage 3 French is also taught in specialist sessions with some pupils changing classes for this part of their curriculum. French lessons are attended by pupils once a week for the duration of 45 minutes.

At Key Stage 4 French is taught in specialist sessions with pupils changing classes for this part of their curriculum. Pupils who elect to study French for an accreditation are taught for 90 minutes once a week.

SUBJECT LEADER'S ROLE

The Single School has subject leaders for the teaching of French.

The subject leaders will facilitate the use of Modern Foreign Language in the following ways:

- By updating the policy and scheme of work
- By ordering and updating resources
- By keeping staff informed of new developments
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments and increase skills set
- By monitoring the curriculum

CURRICULUM ENHANCEMENT

The Single School promotes pupils' spiritual, moral, social and cultural development within the teaching of French. General teaching requirements, use of language, key skills and health and safety are also given consideration within the teaching of the curriculum.

RESOURCES

The Single School does not have a dedicated language teaching base. French, as a subject, is allocated a budget at the beginning of each financial year. Resources have increased to include specific materials to be used in each year group to develop curriculum access for all pupils.

In addition to a range of resources to support the teaching of French, pupils have access to the Internet through classroom computers and the ICT suite. In September 2016, the single school subscribed to an interactive online language learning resource (designed for primary schools) that is regularly used in lessons (especially for KS3).

Resources are reviewed and updated regularly.

STAFF TRAINING

It is the school's wish that opportunities for suitable training in Modern Foreign Language teaching should be made available to staff who have adopted the role of specialist teachers in this area. This is dependent upon availability of Standards Fund. It is perceived that courses attended would boost confidence, give guidance on language teaching methods, offer advice on suitable teaching materials and provide collaborative contact with colleagues with similar interests.

DIFFERENTIATION

Suitable differentiation provides the key to successful teaching. At The Single School, this is achieved by breaking learning down into small, easily attainable steps, where there is an emphasis on enjoyment and achievement. All staff understands the need to give clear instructions and explanations and to pay attention to the pace of lessons. Recognising that many children have short attention spans, activities are challenging but not lengthy. Class-focused activities progress to more individual work which reinforces acquired skills. Often, these will involve language games or worksheets. Worksheets are, so far as is possible, focused at the levels of different children. Children are encouraged to practice their new-found skills and take pride in what they have achieved. Within class activities, there are ample opportunities for revisiting previous work and for 'overlearning' key skills.

EQUAL OPPORTUNITIES AND INCLUSION

The statutory inclusion statement sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse needs of children
- Overcoming potential barriers to learning and assessment for individuals and

groups of children.

The type of support provided for children with difficulties in communication, language and literacy can include:

- Using alternative and augmentative communication
- Reducing the amount of written work and reading
- Giving children the opportunity to clarify their ideas through discussion, role play and the use of tape recorders, video, and photographs, rather than relying on written materials.

The Single School's aim is that all children should have access to a curriculum which is broad and balanced. Every effort is made to ensure that no child is excluded from the opportunity to learn French by virtue of race, gender or disability. It is felt that by careful differentiation, children are able to access the subject in a meaningful way.

RECORDING AND REPORTING ACHIEVEMENT

Schemes of work are written for each year group for each term of the academic year. These show the areas of focus (topic, vocabulary, grammar...) and the learning outcomes (for each skill being developed).

French work is marked in line with the school policy on marking.

French achievements are shared with parents in the Annual Review Report.

In addition to the formal reporting procedures within school, staffs maintain their own records on work covered and individual child progress.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date
1	Sept 2016	New Policy	Sept 2018