



Katherine Semar Schools

# MFL (FRENCH) POLICY

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Katherine Semar Schools

## **MFL (FRENCH) POLICY**

### **INSPIRE CURRICULUM**

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

### **OUR AIMS IN MFL (FRENCH) – What do we want to do?**

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly and creatively. They learn how to use languages to enable access to ideas and experiences from a wide range of people, communities and cultures. In addition, understanding a modern foreign language increases a child's understanding of their own language. The process of learning a foreign language reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

In-line with the National Curriculum 2014 we aim to ensure pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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.

### **OUR IMPLEMENTATION – How will we achieve our aims?**

#### **French long term plan**

- Each year group will teach the areas of French identified in the school's long term plan to ensure coverage of knowledge and skills.
- The school's French progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

#### **Cross-curricular learning and real world contexts.**

- Wherever possible, a cross-curricular approach will be taken to the teaching of French.

#### **Topic launch and land**

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.

- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

### **A whole school commitment to French**

- French is a highly valued aspect of our school curriculum and permeates many aspects of our school community.
- For example, children often answer the register by answering a question in French.
- Each classroom has a display celebrating the French learning the children have been doing.
- In the infant school, parents are kept informed about what the children have been learning in the weekly learning letter so that they can continue to practise their French speaking and listening at home.
- In Year Six, an annual opportunity to visit France and practise their French.
- A specialist French language assistant helps deliver the French curriculum.

### **Challenge and Support for all Learners**

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### **Assessment**

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

### **OUR MONITORING – How will we monitor the effectiveness of our MFL (FRENCH) policy?**

At Katherine Semar we believe that the most effective way to monitor the impact of our MFL (FRENCH) policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in MFL (FRENCH):

- **Lesson Observations and Learning Walks**  
Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **MAPP (Mapping attainment and progress for pupils)**  
We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.
- **Work Scrutinies**
  - Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.
- **Governor Visits**
  - As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
  - Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.
- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of MFL (FRENCH) at our school and their feedback actively informs subject development through our curriculum action plan.