



## Teaching & Learning

# French

### 1. Key Principles

- Instill confidence to learn and fully participate in using another language.
- To foster a curiosity and understanding of the world.
- Use songs, games, text and a wide range of interactive resources to motivate learners.
- To incorporate commands and instructions throughout the day so that the language becomes inherent in everyday speech.

### 2. How our approach is informed by Pupils, Parents/Carers & Staff/Governors

Consultation with and feedback from pupils, parents, carers, staff and governors told us:

A range of pupils had attended a French club which has improved their confidence, Year 1 expressed their disappointment that they could only attend for one term.

- Children from Reception upwards are regularly using greetings.
- Parents request information about what is covered and a list of key vocabulary to support their children.
- Teaching ideas and resources have been shared with staff, including useful websites. Further ideas and support to teach the subject will be sourced.
- Some staff have had lessons modelled for them by the subject coordinator as part of their CPD. This support was well received and will be developed.

### 3. Coverage Statement

French lessons are based around the statutory National Curriculum programmes of study for pupils in KS2. In KS1 it is not statutory, however The Palmer Academy values the importance of being immersed in language from a young age and therefore informal opportunities are provided to introduce French. The programmes of study for KS2 are further clarified using guidance resources from Focus Education, REACh2 and experienced teachers at The Palmer Academy. Using these resources, teachers plan sequences of lessons, projects and topics. By the end of KS2, children

at The Palmer Academy will be able to hold a simple conversation in French, respond to instructions and write simple sentences.

#### **4. Planning**

Teachers plan exciting and engaging lessons, projects and topics that support all children in making good or better progress from their starting points, towards age related expectations. Teachers hold an awareness of what is to be covered each key stage, year, term and on a project or topic by topic basis and this is shared with pupils, parents and school leaders each term.

In line with the schools overall approach to teaching and learning French lessons, projects and topic plans are informed by:

- The need to create early experiences that elicit assessments of children's prior knowledge, skills and understanding, including the questions and misconceptions that they hold about key concepts and constructs.
- That these early experiences themselves must motivate and enthuse children, drive curiosity and make further investigation of their own learning, and that of others irresistible, eg children making connections between vocabulary in languages they know and words that they are seeing for the first time.
- The necessity to develop all children's enquiry-based skills alongside the knowledge and understanding laid out by the National Curriculum programmes of study and support resources eg children wanting to learn more than the focus of the lesson by asking how would you say?
- The need for children to understand the relevance of their learning to the world in the past, present and future, and how this helps them find similarities and differences between their experiences and those of others locally and across the world by being familiar with where in the world French is spoken.
- The need for children to reflect upon their learning and maintain an up to date record of changing understanding of concepts and constructs by responding to marking and feedback.
- The principles of enactive-iconic-symbolic (practical resources-images-codes and symbols) in developing conceptual understanding across project or topic and dealing with misconceptions and challenges in individual lessons by providing a range of resources and modelling correct spelling and pronunciation.
- The value of feedback from teachers, teaching teams and peers in promoting positive learning behaviours by demonstrating confidence in attempting to speak a new language. French club provided a relaxed environment for confidence to be built upon.

- The role of French in promoting Rights' Respecting behaviour to be tolerant of every individual's nationality and first language which may differ from one's own.
- The specific needs of individuals and groups of pupils including those with SEN, EAL or disadvantaged as highlighted in IEPs, Behaviour Plans, EHCPs and other records of professional, parental and pupil consultation.

## **5. Teaching & The Learning Experience**

French lessons at The Palmer Academy offer great learning experiences every day by ensuring that:

- The classroom environment supports the development of autonomy and independence when choosing and using independent resources.
- Learning walls and other displays make links between language, sign post new areas for development and celebrate achievement.
- Dialogue at all levels promotes the sharing of ideas between staff, pupils and peers.
- Opportunities are given through out the day to practise French speaking.
- There is a balance between teacher direction, independent tasks, group collaboration, practice and reflection time to ensure that new concepts are thoroughly understood.
- Key questioning ensures that children feel confident to attempt to put their ideas into speech and that misconceptions are addressed appropriately.
- Differentiated support informs routines, tasks and resource provision to enable all children to make good progress.
- Children are prompted to record their learning and reflect upon their own prior learning and that of others to share good ideas and challenge differences of opinion.

## **6. Marking, Feedback, Assessment & Reporting**

- Children receive feedback in line with the school's Marking and Feedback policy every day to ensure that achievement is celebrated, learning is consolidated and next steps for learning are highlighted and responded to.
- Next steps, and the dialogue surrounding them, are clearly visible in each child's topic book at all times.
- Teachers maintain a routine awareness of whether children are likely to be assessed as below, within, or above expectations at the end of each academic

year and whether their progress from their starting points in French is below, on-track or better than expected.

- Teachers track progress towards the school's end of year performance indicators on a termly basis using a best-fit model supported by a range of assessment materials provided by the French co-ordinator.
- This information is recorded in the school's online tracking system, O-track, and is discussed alongside more qualitative evidence of progress and attainment in consultations with pupils and parents at fixed times during the year. These records also contribute to conversations with school leaders as part of the quality assurance monitoring of the school.
- Parents receive a report at the end of the year celebrating their child's successes in learning French alongside an indication of progress and attainment against local and national expectations.

## **7. Celebrating success, sharing strengths and communicating key information**

- All information about French for teachers is held on the schools shared network drive.
- Each year group publishes the projects and topics on the school website, alongside links to any online resources that will be investigated across each academic year. See year group, curriculum and learning wall pages at [www.thepalmeracademy.com](http://www.thepalmeracademy.com).
- Day to day updates of exciting events and news are posted to twitter @R2PalmerAcademy.
- Whole school trends in strengths and areas for development in the teaching and learning of French at The Palmer Academy inform the schools self-evaluation (SEF) and strategic development plan (SDP). A summary is published in a termly SEF for parents.
- Teaching teams, phase leaders, subject leaders and SLT analyse pupil performance in French on a termly basis, paying close attention to and making good use of developments in:
  - The proportion of children demonstrating knowledge, skills and understanding at age-related expectations.
  - The proportion of children making good and/or better progress
  - Comparisons between key groups: boys, girls, those economically disadvantaged, with SEN, EAL, and other children
- The French leadership team report key information, including that above, to governors, including the link governor, as part of the governor monitoring timetable.

## **8. Subject Leadership Team**

Mrs C Staple

## **9. Appendices**

**Last Updated:** 16<sup>th</sup> July 2015