



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



French Policy

‘One language sets you in a corridor for life. Two languages open every door along the way.’ (Frank Smith)

Adopted: Autumn 2020

Review Date: Autumn 2024

Our Christian vision

‘Love one another as I have loved you’ (John 15:12).

This is the Christian foundation for our high expectations for learning, achievement and behaviour for each and every pupil and for the way the school works with families, its parish and whole community.



1. Introduction

- 1.1** This policy is to be read in conjunction with our mission statement and our policies for assessment, marking and feedback, learning and teaching and special educational needs and disability.
- 1.2** This policy has been drafted in consultation with staff, governors and parents.

2. Our intent for French

2.1 At Mistley Norman Church of England Primary School and Nursery our aim is:

- To develop children’s experience of language acquisition and encourage curiosity about languages;
- To develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing;
- To extend their knowledge of how language works and explore differences between French and English;
- To strengthen their sense of identity through learning about culture in French-speaking countries and comparing it with their own culture.

2.2 Our intent is to ensure that teachers develop confidence and competence to use languages in effective teaching with the support of our chosen scheme of work ‘Rigolo’.

3. Our implementation of French

3.1 At Mistley Norman Church of England Primary School and Nursery we use the scheme of work ‘Rigolo’ by Nelson Thornes to teach French in KS2. It is fully referenced to the KS2 National Framework for Languages. Individual units from Rigolo are used to form the medium-term plans, and include reference to the framework objectives, key contexts and language and the expected NC attainment levels. The scheme is supported by a ‘native speaker’ in the form of a ‘virtual teacher’. It comprises 6 units per year group (one per half term) and allows for 4-5 lessons per half-term. Each KS2 class has a timetabled lesson for French each week of 30 minutes. The lessons are designed to motivate children from the first moment and are mainly practical in focus. They are delivered primarily through use of the interactive whiteboard, and involve a range of delivery styles from real-life videos to animated cartoons to ‘minigames’ to songs. They have clear, achievable objectives.

3.2 In KS1 and EYFS, French will be delivered through verbal, oral and aural input only. Children will be introduced to French through learning simple greetings, answering the register and listening to and learning nursery rhymes and songs in French.

3.3 Special educational provision is underpinned by high quality teaching that is differentiated and personalised to meet the individual needs of children enabling them to achieve their best and become confident individuals living fulfilling lives.

3.4. Evidence of learning in KS2 is to be kept. Each week, the children’s work will be evidenced through samples of work, pictures, discussions, pupil voice, saved work, print



outs and teacher comments in celebration books. This will help to inform us of what we need to reteach and improve for future lessons. Language work will be marked in line with the school's policy on marking.

4. The impact of our French provision is

4.1 We monitor and evaluate the implementation of our provision for French in various ways including:

- Learning observations
- Climate walks
- Work scrutiny
- Pupil perceptions
- Assessment analysis

4.2 The outcomes of our monitoring and evaluation work are used by the subject lead, senior leaders and governors.

4.3 We summarise the impact of our provision for French in this way.

5. Our roles and responsibilities for French

5.1 Our French subject lead is accountable for the strategic development of the subject, developing and implementing plans, policies and targets and practices within the context of the school and trust's aims, policies and circumstances. Specifically, through directed time and other time:

- To monitor and evaluate the standards of teaching.
- To monitor and evaluate the standards of learning.
- To contribute to whole school self-evaluation.
- To plan, including writing subject priority plan, and implement improvement plan and work.
- To review priority/improvement plans and work, at least termly.
- To write and implement policies.
- To write and share progression documentation with colleagues.
- To support and challenge colleagues, including through being active team members of leadership teams and participation in 'deep dive' weeks.
- To be a model of best practice.
- To keep up to date with latest developments in education especially in relation to French.
- To report to and/or meet with governors when required.
- To manage the budget for this subject area following best value practice.
- To communicate and work effectively with colleagues.

5.2 Our children are responsible for choosing to work hard, in school and on trips, so that they can learn as well as they possibly can.



5.3 Our Local Schools Board is responsible for supporting and challenging staff so that children receive the best possible education.

6. Our resources for French

6.1 At Mistley Norman Church of England Primary School and Nursery we have variety of resources to support the teaching and learning of French. These include:

- The 'Rigolo' programme is installed on class teachers' laptops;
- French/English dictionaries;
- French games in KS2;
- Dual language books;
- Labels for classroom objects in each KS2 class;
- Labels around the school.