

St. Margaret's CE Primary School
Foreign Languages Policy

The Foreign Languages Policy at St. Margaret's is designed to reflect the foreign languages requirement of the Primary National Curriculum. This policy document sets out the school's aims, principles and strategies for the delivery of French and forms the basis for development in the school. The key elements of primary languages learning at St. Margaret's are:

- it is inclusive
- it is taught as a coherent programme from Year 2 to Year 6
- it is part of a broader curriculum involving language and culture
- it is expected that pupils master the objectives of the National Curriculum

1. Rationale

The skills, knowledge and understanding gained through learning a new language make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language is at the centre of ideas about individual identity and community. The study of French prepares children to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Children learn how to use languages to access ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes independent learning and encourages diversity within society.

2. Aims and objectives

The overall aim for a foreign language is to enrich children's learning in a broad curriculum and to ensure that teachers develop confidence and competence to teach it effectively; it is assumed that the classroom teacher is the best person to implement the programme, as they are with the children for the whole day.

Language teaching at St. Margaret's aims to provide opportunities for the children to:

- express themselves creatively and imaginatively in French
- apply and develop their knowledge grammar and language learning
- explore and apply strategies to improve their learning
- explore their own cultural identities and those of others through links with communities in other countries
- gain enjoyment, pride and a sense of achievement
- master the national curriculum requirements

3. Current provision and staffing

All pupils from Year 3 to year 6 have access to a total of one hour input in French per week throughout the academic year. The sessions are delivered by class teachers with support from the Foreign Languages co-coordinator. All pupils in Year 2 have access to a twenty minute session of French per week beginning in the Spring Term.

4. Curriculum management

The Subject Leader will facilitate the use of Languages in the following ways:

- updating the policy and schemes of work;
- ordering/updating resources;

- providing CPD so that all staff are confident in how to teach the subject and have sufficient subject knowledge;
- keeping staff abreast of new developments;
- taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Languages capability and that progression is taking place;
- supporting staff in developing pupils' capability;
- attending appropriate courses to update knowledge of current developments
- contributing to the School Development Plan on an annual basis
- management of native/expert speakers, if available.
- monitoring the curriculum and assessment procedures.

5. Cross-curricular links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- aspects of Mathematics such as counting, calculations, money, the time and the date
- aspects of Music such as learning traditional and modern French songs, as well as listening to classical music from French speaking countries
- aspects of PSHE such as international or multi-cultural work, for example celebration of festivals and story telling
- aspects of computing, for example e-mail with French schools, materials from the internet and television
- aspects of the Geography and History of France, and other Francophone countries where those languages are spoken
- aspects of Art and Science, by studying the work of famous French painters, architects and scientists

6. Inclusion

The provision of foreign language teaching at St. Margaret's is inclusive and aims to provide equality of opportunity for all children. In planning to meet the varied needs of pupils, the National Curriculum is adapted and chosen to support the learning of individual children. Children with other languages at home are encouraged to take pride in and develop their existing language skills, and to contribute to the intercultural understanding of their fellow pupils.

7. Approaches to language teaching

At St. Margaret's a variety of language teaching methods is used, to match groups and individuals with different learning styles. There is an emphasis on the importance of communication in the language - real language use - as a central component of learning as well as a desired outcome for that learning. This is achieved by:

- providing enjoyment and stimulation through games, songs, drama and stories
- supporting learning through regular and familiar routines
- making use of and developing communication strategies including the use of ICT
- ensuring opportunities for children to interact with French and with other people through French
- exposure to the new language in order to assimilate new sound patterns and to relate them to words and meanings using a range of resources including ICT.

8. Schemes of work

The teaching of French is based on the Primary National Curriculum objectives, which cover oracy, literacy, knowledge of grammar and an awareness of language learning strategies.

The individual units of work are taken from WSGfL schemes and the Early Start audio-visual course.

9. Links outside school

Links have been established with a primary school in Ouistreham, Normandy (with which Angmering is twinned). Visits of pupils from Ouistreham take place annually. Key Stage 2 classes produce work written in French and in English which is shared with the primary school in Oistreham, which also sends work in return.

10. Resources

The principle resource for the teaching of French is the Early Start (Salut, Ça va) audio-visual programme. Volume 1 is available on the school network. Volume 2 exists as a DVD. Bilingual dictionaries are kept in Key Stage 2 classrooms and the library. Most other resources are stored in the staff work room, which include parallel-text books, activity books, song books and flash cards.

Other resources supporting the teaching of French at St. Margaret's are stored in the staff workroom. Resources include:

- song books and accompanying CDs in French
- photocopiable resources
- board games and flashcards
- sets of French/English dictionaries available in the school library
- a wide range of texts in French available in the school library and in individual classrooms

11. Assessment and accreditation

See general Policy on Assessment

12. Monitoring

This policy and the delivery of foreign language teaching at St. Margaret's will be kept under review by the Head Teacher and subject leader in the following ways:

- informal discussion with staff and pupils
- observation of French displays
- collection of class French files
- looking at children's written work
- classroom observation

Policy agreed by the Governing Body:

Policy implemented:

Date for review: