



Acre Heads Primary School

MFL (French) Policy

'A place to nourish thinking minds.'



Signed Staff:

Date:

Signed Governor:

Date:

Planning Statement

Planning objectives for Modern Foreign Languages comes from the National Curriculum. Children should be taught at an appropriate level according to the age and ability as outlined in the attainment targets of the National Curriculum.

During planning the following questions need to be taken into consideration;

1. Have you utilised available ICT?
2. Can you do it outside?
3. Is your planning skills based rather than knowledge based?
4. Have you planned for the full range of learning styles and abilities?
5. Can it be done as an investigation?
6. Have you planned a variety of outcomes – 3D, art, design, photos, fabric, powerpoint, food, drama, assembly, competition, video etc?
7. Have you considered cross-curriculum links?
8. If it needs recording, can it be done in an exercise book?

Knowledge and understanding

Through French lessons we aim to teach children to:

- Ask and answer questions
- Use correct punctuation and intonation
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Look at life in another culture

The new 2014 curriculum emphasises the equal balance of spoken and written skills.

Implementation and Organisation

An appropriate balance and range of teaching styles will be used to meet individual learning needs and styles. MFL is taught through a cross-curricular approach where appropriate. There may be times when it is necessary to block days and weeks to ensure coverage within the current themes. French should be taught for a minimum of the equivalent of 30 mins a week from Y3-6 with additional opportunities (register, PE, art, geography, instructions) embedded into daily teaching where possible.

Inclusion

In planning and teaching, teachers ensure that they set suitable learning challenges and respond to pupils' diverse needs, making every effort to overcome potential barriers to learning and assessment. The same consideration must be made for individuals and groups of pupils from the SEN pupil to the high achievers. Equality of access to this subject will be maintained through consistent planning to ensure that pupils are able to take part fully in all activities over the full breadth of the subject. Problems regarding access for pupils with SEN will be addressed through appropriate differentiation and modification. In the interest of providing equal opportunities for all pupils, staff will consider and respect gender, ethnicity, culture and context as well as capability.

Health and Safety

The safety of the pupil is the responsibility of the class teacher and close supervision is essential. It is important that children are taught to handle, store and use tools, materials and equipment safely at an appropriate stage. They should be made aware of how their actions can affect others.

Monitoring and Assessment

The subject leader will liaise once a term with the link subject governor. The subject leader will monitor the progress of children within French by observation, work and planning scrutiny and discussion once a year during the allocated monitoring fortnight. The leader will continually strive to update the monitoring file throughout the year. The MFL leaders will update staff on expectations and aid planning and resourcing as necessary. Children will be assessed against National Curriculum attainment targets each term through marking, observation and discussion. This data will be scrutinised by all staff for the purpose of school improvement.

The progress of the children will be reported to parents and carers through parents meetings and the annual achievement report.

Reviewed

10/01/18 by C. Kay (Subject Leader)