



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	
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French Policy

Aim

The aim of this policy is to provide a clear statement of the principles and practice underpinning the French curriculum at Hallgate Primary School. It provides a framework that enables all adults working in school to be clear about our intention and consistent in the way we deliver our French curriculum to our pupils. It reflects both the aspirations and practice of staff and governors for the pupils at Hallgate.

Intent

At Hallgate Primary School, our vision and values are at the core of everything we do; they underpin our teaching and learning and create an environment which supports our children to become successful learners, confident individuals and responsible citizens. We ensure that our pupils enjoy an existing and challenging curriculum, which equips them with the skills needed for a successful future.

Successful Learners

At Hallgate Primary School we take responsibility for ensuring that our children are equipped with the essential skills that they need to be successful learners and we are committed to ensuring that all children make good progress from their starting points in core areas of the curriculum.

We place a strong emphasis on developing pupils as 'Super Learners'; encouraging a positive attitude to learning which equips children with the confidence and resilience they need to be good learners.

Our six core skills are : Concentrate, Don't give up, Co-operate, Have a go, Keep improving, and Enjoy learning.

We aim to develop a love of learning which encourages curiosity, engagement and enjoyment. We place a strong emphasis on developing skills for life and encourage learning for a purpose, enabling children to make links between different areas of the curriculum and apply their learning in a meaningful way. We pride ourselves on offering pupils a broad, balanced and vibrant curriculum with exciting and stimulating learning opportunities in all areas of the curriculum.

Confident Individuals

Our aim is to enable all pupils to become confident individuals who face new challenges with ease and see themselves as successful learners and valued individuals.



We want pupils to be able to have a go, make mistakes and keep improving within a learning environment, where they feel safe, secure, supported, valued and calm. This is facilitated at Hallgate Primary School through promoting a strong values ethos, clear behaviour expectations, a well organised learning environment and quality first teaching in the classrooms.

Quality First Teaching includes:

- Staff having high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- They are expected to take into account prior knowledge and experiences and to build on this in a systematic way.
- Highly focused lessons with clear learning objectives.
- High demands of child engagement with their own learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue and exploration.
- An expectation that children will develop resilience and accept responsibility for their own learning and independence.
- Regular use of praise and encouragement to motivate children.

We are committed to providing pupils with a wide range of opportunities which broaden their skills and develop their confidence. The chance to see, hear, participate in a range of experiences enrich the quality of pupils' lives and develop skills such as cooperation, creativity, innovation, problem solving, self-expression, leadership and independence.

Responsible Citizens

Integral to the Hallgate Curriculum is a commitment to developing well rounded, responsible citizens who care about each other, their school, their community and their world.

This is done through the promotion of Hallgate Values, British Values and an emphasis on Spiritual, Moral, Social and Cultural Development throughout the curriculum. Children are taught what it means to be responsible citizens and are given opportunities to put this into practice.

Subject Curriculum Intent (French)

At Hallgate Primary School we intend to build a French curriculum which is inspiring, rigorous, and engaging. We want our children to become assured linguists; able to read, write and speak with confidence in the target language. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. We want French lessons to give our children a love of languages



that they can build on for years to come and prepare them for their move to secondary education and the language opportunities open to them in KS3 and KS4.

Implementation of our Curriculum

French is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality French curriculum. This is implemented through:

- A well thought out, whole school, yearly overview of the French curriculum which allows for progression across year groups in all areas of language learning (speaking, listening, reading, writing, phonics and grammar).
- Following the iLanguages scheme of learning to ensure full coverage and embedding of the curriculum objectives
- A progression of skills being taught in phonics to ensure that the children have the necessary tools to decode the target language independently.
- The use of Physical French Phonics to support staff with the phonics teaching and provide children with consistent actions across school to help recall of the phonemes.

Learning Environment

Pupils learn well in a calm, positive, well ordered, well managed and stimulating environment where expectations are clear. All environments have to be planned to give children the best learning potential, including:

- Appropriate and flexible grouping of pupils -
- A variety of ways of working including individual, paired, group work and whole class.
- Well organised resources which enable maximum independence for pupils and the ability.

Behaviour Expectations

All staff at Hallgate Primary School follow our Behaviour Policy. Individual class teachers explain and discuss the school's expectations with their class. We expect all of our pupils to comply with these expectations in order to promote the best learning opportunities for everyone. To ensure this, we implement:

- Use of the 'Power of 3' to ensure consistent expectations within the classroom and around the school.
- Clear classroom display, and regular referral to, our behaviour expectations and Hallgate Values.
- Consistent use of positive reinforcement and rewards.
- Consistent and fair use of warnings and sanctions, in line with our Behaviour Policy.



Planning

EYFS and Pre-school

Although there is no requirement for the children in Early Years and Foundation Stage to learn languages, as a school we believe that the earlier children are exposed to the target language, the more confident they are to use it as they progress through school. It is for this reason that...

- Children in EYFS will have the opportunity to learn simple greetings as part of their daily registration.
- Children in EYFS will engage in French songs (numbers, colours, animals, greetings) when staff feel that they are at a stage where this will benefit them.

This learning will support the children as they move into KS1 where they will continue to experience the target language through simple songs, games and activities.

Key Stage 1

Key Stage 1 children will undertake one unit of work per term, at least. They will also have opportunities during Design and Technology lessons to develop their own ideas and generate designs independently. Progression of Design and Technology skills will be monitored by staff formally and informally with references to expectations from the National Curriculum. Planning will follow Medium term planning linked to National Curriculum guidelines.

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Wider curriculum opportunities

- Opportunities for cross curricular learning are encouraged, including all STEM subjects, English and a wide range of foundation subjects such as Maths and Art.
- French displays around the school, and within classrooms, celebrate pupils' work and evidence progress.
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Resources

- All resources for specific topics are stored centrally in the KS2 cupboard.
- There is a stock of frequently used resources.
- Resources are organised in labelled boxes or trays.
- All staff are responsible for ensuring that resources are stored correctly.
- All staff are responsible for informing the Subject Leader when extra resources are needed, when there are breakages and when consumables are running low.



- The Subject Leader is responsible for carrying out an annual audit of resources and updating and replenishing resources when needed.

Health and Safety

- This should be considered if tasting different French foods as part of an experience day. Staff should refer to the allergies list held in school and the CLEAPPS website for guidance on how to store and share foods.
- Staff are responsible for ensuring that they have checked any allergen labels and for providing alternatives where necessary.

Impact of our Curriculum

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning activities the pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They gain a firm foundation of knowledge and skills to see them equipped to take on further learning in the next phase of their education. Pupil's skills and knowledge are assessed ongoingly by the class teacher, throughout lessons and a summative assessment is completed termly. This informs the Design and Technology coordinator of any further areas for curriculum development, pupil support and/or training requirements for staff. EYFS pupils' progress and attainment tells us whether each individual child is below expected, at expected or above expected attainment for their age.

Assessment

Design and Technology is assessed against objectives on Otrack, which link to the Progression of Skills (see separate document).

Formative assessment

Formative Assessment is used to inform planning, teaching and learning - including differentiation. The assessment of pupils' work is on-going to ensure that understanding is being achieved and that progress is being made. Written or verbal feedback is given to the pupil in line with school Marking and Feedback policy, to help guide their progress. Following each unit, pupils are assessed against the aforementioned Otrack objectives as outlined in the Progression of Skills.

Monitoring and Evaluation

Monitoring for Design and Technology is carried out in line with the school Curriculum Policy. The Subject Leader is responsible for keeping up to date with developments in Design and Technology and organising CPD as required. Best practice for Design and Technology is identified and shared amongst practitioners as part of whole staff meetings and phase meetings.



The Subject Leader, supported by the Curriculum Leader, is responsible for monitoring and evaluating standards in Design and Technology across the school and providing an annual report to the Headteacher and Governors to inform the School SEF, using evidence gathered from: books, data, displays, learning walks, observations, planning and pupil voice.

Equality Duty

In our school we aim to ensure equal opportunity for all regardless of gender, age, ability, religion, race or cultural/ethnic background. Equality at Hallgate School is about enabling all pupils to achieve their maximum potential as individuals and as members of society, and of ensuring equality of opportunity and treatment for all pupils, members of our staff and school community. Our school ethos is to actively promote a warm, caring community where all are valued.

This policy will be reviewed at least annually and necessary improvement will be made following review.

Date for review - September 2024