



FULFEN
Primary School

Leading the way
to a brighter future

L Love of Learning... E Encouraging... A Adaptable... D Determination...

French Policy

Last Reviewed : January 2025

Review Date: January 2027



Curriculum Aims

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children. At Fulfen Primary School, it is our intent that French is an inspiring, exciting and memorable subject. The children will develop a love and appreciation for the French language and will use a variety of authentic sources of spoken and written language for children to develop their full potential. It is our goal to ignite a love of learning and provide the children with a French toolkit of skills to use in lessons and beyond their time at primary school.

At Fulfen we have four big aims. Firstly, we want children to listen to the French spoken language and understand what is being said to them. Secondly, we aim for children to respond to spoken language with increasing confidence, fluency and spontaneity. Thirdly, we want the children to understand written language from a variety of sources. Finally, we want the children to confidently use a variety of grammatical structures in their writing. We place great emphasis on accepting and embracing other cultures and language in the hopes that our children will leave Fulfen with a deeper understanding of the world around them.

Our creative and confident linguists will acquire the skills to:

- develop a passion, love and appreciation for the French spoken and written language.
- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity.
- find ways to communicate what they want to say, including questioning, with increasing accuracy of pronunciation and intonation.
- confidently use a variety of grammatical structures in their writing.
- write at varying length for different purposes and audiences.

Curriculum Organisation and Planning

Fulfen Primary school delivers an inspiring, exciting and memorable French curriculum, in line with national requirements, which enables pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Our school curriculum map for French is based on the Primary Languages Network scheme of work meeting the requirements of the National Curriculum for listening, speaking, reading



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and writing for Key Stage 2. The scheme breaks the French curriculum into 4 stages (stage 1 representing year 3 up to stage 4 representing year 6). The scheme offers medium term plans, daily plans, knowledge organisers, interactive games and assessment grids for each unit of work. In September 2022, Fulfen changed from teaching Spanish to French as our modern foreign language. Because of this, all year groups within Key Stage 2 are following the stage 1 lessons from the scheme. Although all year groups are delivering the same lessons, there continues to be high expectations for extended and high quality writing to be produced in upper Key Stage 2. The lessons are taught weekly or fortnightly by class teachers.

The foundations of French will be informally taught within Key Stage 1; introducing greetings (when doing the register), counting (when counting how many children are in class), days of the week (when completing the daily calendar) and listening to popular French stories. Ensuring children are exposed to our new language within Key Stage 1 fosters a love for French and prepares them for learning the curriculum in Key Stage 2. In addition to this, French learning can also be implemented within the EYFS. Research has been carried out which states that a child's vocabulary by five years old can determine how well they do at school by eleven years old. Taking this into consideration, we believe here at Fulfen that exposing our youngest of children (Pre-School and Reception) to French nursery rhymes and French greetings can aid in their success.

The subject lead is responsible for the ordering and storage of any relevant French resources.

The work produced in French lessons will be completed on iPads and evidenced in Seesaw.

Use of Technology

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. Pupils can creatively apply what they have learnt to enable them to know and remember more as well as develop critical thinking and creative skills. Technology is used to capture pupils' imagination; support learning by removing the cognitive load; deepen understanding or scaffold learning within a lesson. Technology is used in French to:

- research French cities, landmarks, food and record findings;
- complete sorting or matching activities;
- record verbal responses to questions or to record themselves reading sentences/vocabulary;
- video conversations between 2 or more pupils;
- photograph and label;
- produce creative outcomes to tasks to deepen learning and help children remember more.



Assessment and Feedback

Assessment

Assessment of pupils is at the heart of our planning, teaching and learning. Teachers are constantly assessing the understanding of the children during the lesson and adapt the lesson and subsequent planning as necessary. Review questions at the end of a unit (puzzle it out) will demonstrate pupil learning, understanding and will inform teaching and learning for the following unit.

Self and peer assessments can also be used regularly within the lessons and at the end of a unit of work using the tracking clouds provided in the scheme. Pupils can then reflect on their progress and celebrate their successes. It is pivotal that teachers also review the tracking clouds in order to plan accordingly.

Formative assessment should also be carried out at the end of each unit and end of each academic year to inform the next teacher of any areas of development for each pupil – this can then inform planning, delivery and any necessary differentiation. Teachers will use the scheme's assessment spreadsheet which is divided into listening, speaking, reading and writing.

Feedback

Feedback is given to pupils in order to further their learning and improve their thinking. Our regular, timely feedback has an impact on pupils' future performance and gives children the responsibility for improving their own work. Some of the ways in which pupils receive feedback:

- Live marking;
- Verbal comments and questions;
- The use of marking codes against written work;
- Peer and self-assessment are utilised.

Monitoring and Evaluation

The Senior Leadership Team and French Lead manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- implementing of a monitoring cycle
- Seesaw monitoring
- learning walks

Our French curriculum is also regularly reviewed for effectiveness by class teachers to see if children have learnt what was intended. For example, if an end of unit test showed that children had a misconception about... then they would modify the way in which that concept would be taught for the next cohort of children. This results in us constantly adapting to improve our curriculum to ensure it evolves and keep it ambitious.



Roles and Responsibilities

Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Lead

The role of the French lead is to create a curriculum map for staff to follow. The lead will ensure staff delivering the French lessons are trained and supported on how to use our Primary Languages Network scheme and hold regular meetings to address any



problems/misconceptions. The subject lead will order any necessary resources required by teaching staff and will be responsible for the storage of resources. They will monitor the implementation of the subject by iPad monitoring, questionnaires, pupil interviews and learning walks. The lead will give individual feedback to staff.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Scaffold and Challenge

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities are scaffolded in order that they can study French wherever possible and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

In planning French lessons, the teachers will aim:

- To provide breadth and balance of activities for all children;
- To provide a differentiated French curriculum to meet the needs of all the children through the continuity of experiences;
- To set suitable learning challenges for individuals or small groups of children where necessary;
- To respond to pupils' diverse learning needs;
- To liaise with the SENCo to ensure that provision is made for all children with SEND;
- To relate activities for SEND children to their Personal Learning Plan targets;
- To overcome potential barriers to learning and assessment for individuals and groups of pupils;



- To provide scaffolding for pupils where necessary.

Spoken Language

The national curriculum for French reflects the importance of spoken language in pupil's development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their French vocabulary and presenting justification, argument or proof/their ideas. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion and carefully tailored questions to probe and remedy any misconceptions.

British Values & Culture

British Values

Our school reflects the British values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive difference to the society they live in. Some of the ways in which British values are embedded within French are:

- Exposed to a completely different culture to their own, being offered opportunities to identify similarities, differences and taught to show respect.
- Taught to appreciate the culture of other countries (in particular France and French speaking countries) and recognise how that culture has influences/impacted on modern Britain.
- In the classroom the children are taught to behave respectfully and positively to the work of their own and others. When giving feedback, the teachers and children are required to offer constructive comments in order to respect the feelings of others.

Culture & Diversity

In our lessons the children have the opportunity to learn about a culture different to theirs. They can look into the culture that surrounds different languages, and use this as an opportunity to talk about tolerance of other cultures and beliefs.

Links to other policies

This policy links to the following policies and procedures:



French Policy

- EYFS Policy
- SEND Policy
- Equality Information and Objectives

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).



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