

# Bryn St. Peter's C.E. Primary School



## French (MFL) Policy

## Our School Vision

# Together with God Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

*And in him you too are being built together to become a dwelling in which God lives by his Spirit.*

Ephesians 2:22

We are committed to educating the whole person for life in all its fullness guided by Christian values.

We deeply value creativity and joy in learning that allows everyone to achieve and flourish.

We want everyone to feel included, accepted, loved and positively understand their value and potential in our community.

### 1. Introduction

French at Bryn St Peter's CE Primary School plays a vital role in broadening pupils' understanding of the world and fostering curiosity about other cultures. Learning a foreign language enriches the curriculum and helps pupils prepare for life in a diverse global society. This policy sets out the purpose, organisation, and delivery of French across the school and provides guidance for high-quality teaching and learning.

### 2. Aims and Objectives

#### Broad Aims:

- To foster pupils' interest in languages and deepen their understanding of the world.
- To enhance pupils' learning skills, memory, and confidence in communication.
- To promote enjoyment, creativity, and cultural awareness.

#### Subject-Specific Objectives:

- Develop basic spoken and written fluency in French.
- Build accurate pronunciation and intonation.
- Enable pupils to understand and respond to spoken and written language.
- Provide opportunities for creative expression and enquiry through language.
- Equip pupils with essential vocabulary and grammatical foundations for future language learning.

### 3. Curriculum Intent

Our French curriculum aims to ensure that every child can communicate in another language, develop cultural understanding, and experience success. The intent aligns with

the National Curriculum for Languages and reflects the school's Christian values of Faith, Love, Hope, Compassion, and Respect.

We intend for pupils to:

- Become passionate, confident language learners.
- Appreciate cultural diversity within God's world.
- Build resilience and independence through practising and applying language skills.

#### **4. Implementation**

##### **Teaching Across Year Groups:**

- French is taught weekly in Key Stage 2 using the Catherine Cheater Scheme of Work.

##### **Approaches to Teaching and Learning:**

- Lessons incorporate speaking, listening, reading, and writing activities.
- Emphasis on oral work, repetition, and modelling.
- Story-based and thematic learning through the Catherine Cheater resources.
- Use of songs, games, role-play, and storytelling to support engagement.

##### **Cross-Curricular Links:**

- Links made with Geography (countries, culture), Music (songs), Literacy (story structures), and Collective Worship themes.

##### **Resources and Technology:**

- Use of audio materials, digital vocabulary tools, online pronunciation resources, and visual supports.
- Access to dictionaries, labelled displays, and storybooks.
- Webcams and websites to visit other towns and cities

##### **Inclusion and Differentiation:**

- Activities are scaffolded and adapted appropriately for SEND and EAL learners.
- Additional vocabulary support, visual cues, repetition, and adult support used as needed.
- More able pupils provided with opportunities to extend vocabulary and apply grammar in greater depth.

#### **5. Impact**

##### **Measuring Effectiveness:**

- Monitoring pupil engagement and progress through ongoing assessment.
- Regular book looks, pupil voice interviews, and lesson observations by the subject leader.

##### **Expected Pupil Outcomes:**

- Pupils can recall and apply key vocabulary.
- Pupils show growing confidence in speaking and listening.
- Pupils demonstrate an understanding of French culture.

- Pupils begin to engage in recording written French, from words to phrases to sentences.

#### **Celebrating Success:**

- Sharing work in class displays and assemblies.
- Certificates and praise for effort, improvement, and enthusiasm.

### **6. Planning and Progression**

#### **Planning Expectations:**

- Long-term plan outlines progression across KS2 using the Catherine Cheater Scheme.
- Medium-term units break down vocabulary, grammar, knowledge, and key learning outcomes.

#### **Progression:**

- Curriculum ensures clear sequenced progression of vocabulary, phonics, grammar, and cultural understanding.
- Builds year-on-year towards increased independence and fluency.

#### **Schemes and Frameworks:**

- The Catherine Cheater Scheme provides structure, resources, texts, and progression guidance.

### **7. Assessment and Monitoring**

#### **Assessment of Learning:**

- Formative assessments through questioning, observation, and pupil response during lessons.
- Summative assessments recorded termly against National Curriculum strands.
- Vocabulary and speaking assessments built into Catherine Cheater units.

#### **Use of Assessment:**

- Teachers use assessment to inform future planning and ensure appropriate challenge.

#### **Subject Leader Monitoring:**

- Conducts planning scrutinies, lesson visits, book looks, and pupil voice surveys.
- Reports to SLT and governors as required.

### **8. Role of the Subject Leader**

The subject leader is currently the sole teacher of French at Bryn St Peter's

- Lead and promote high-quality French teaching.
- Support staff with planning, resources, and CPD.
- Ensure progression and consistency across year groups.
- Monitor standards, curriculum delivery, and pupil outcomes.
- Maintain resources and provide updates on curriculum developments.

### **9. Resources**

- Catherine Cheater Scheme resources. Other appropriate resources from various websites and other schemes as well as real life resources.
- Storybooks, flashcards, vocabulary lists, cultural artefacts.
- Digital tools such as pronunciation apps, audio files, and videos.
- Dictionaries and reference materials.

**Maintenance and Updating:**

- Subject leader reviews resources annually and makes recommendations for replacements or additions.

**10. Inclusion and Equal Opportunities**

- All pupils access a fully inclusive French curriculum.
- SEND, EAL, and more able learners receive tailored support or challenge.
- Lessons promote respect for different cultures and diversity across the Francophone world.

**11. Health and Safety**

- French lessons do not typically present health or safety risks.
- Any use of technology follows the school's e-safety policy.

**12. Parental and Community Links**

- French vocabulary shared with families where appropriate.
- Opportunities for cultural celebration events or theme days.
- Links with secondary schools to support transition where possible.

**13. Review and Evaluation**

- Policy reviewed every three years or earlier if required.
- Subject leader responsible for updates and evaluation.

**14. Linked Policies and Documents**

- Feedback Policy
- SEND Policy
- Behaviour Policy