



# French Policy

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At Spring Hill Modern Foreign Language is..... an opening to other cultures, foundation for future language learning

The Intent, Implementation and Impact of our Curriculum  
Our Modern Foreign Language Lead is Miss Lowe

### Intent

Languages are at the centre of our school due so many different languages being spoken by our children. Our school follows the French Language Angels programme in the teaching of MFL. At Spring Hill we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others, which feeds into our whole school ethos where many religions and cultures are represented.

### Implementation

Children develop their love of language learning and develop skills throughout their time in school.

In KS2, children are taught in weekly sessions by their class teacher. Our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

### Impact

Our French curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- 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

### Teaching and Learning Languages

At Spring Hill, we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. From Year 3, pupils receive a 40 minute lesson input, planned using the Language Angels Scheme of Work. Teachers also incorporate other learning opportunities throughout the week to consolidate and practice new language that has been learnt.

There are three main contexts in which Languages teaching and learning take place.

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- Languages lessons (as summarised above)

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher, teaching assistant.

- Languages embedded in school day

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. Also, in school assemblies children perform, or sing. Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts

- Intercultural understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

## Resources

The following resources are available to aid the teaching of French at Spring Hill:

- Language Angels scheme for KS2

## Assessment

At Spring Hill, assessment in PML comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the school's progression maps and they assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the PML National Curriculum. At the end of each term teachers judge children against these criteria using the school's assessment system. This data is then analysed by the subject leader.

## Equal opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including able and gifted children, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level, although where this is not possible, work will be planned separately to cater for all needs.

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### Inclusion

At Spring Hill, we teach PML to all children, whatever their ability and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through our PML teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the relevant SEND policies.

### Equalities

At Spring Hill Community Primary School, we are committed to creating an inclusive and equitable environment where all children, regardless of their background or protected characteristics, are treated with respect and dignity. We have taken several measures to eliminate discrimination and other prohibited conduct in accordance with the Equality Act 2010. At Spring Hill Primary School, we see the need for a positive and effective equality. More information on this is available in our Equality policy.

### Role of the Subject Leader

The coordination and planning of the Languages curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in PML and provides a strategic lead and direction for the subject
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in PML
- reviews the success of the PML curriculum and reviews evidence of children's work
- supports colleagues with planning and delivery of lessons included opportunities for working collaboratively.