



Woodlane High School

achieving success in a nurturing environment

Subject Policy: French

Updated: September 2017

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Du Cane Road London W12 0TN

Tel: 0208 743 5668 | Fax: 0208 743 9138

Headteacher: Claire Maynard | E-mail: admin@woodlane.lbhf.sch.uk

Web: www.woodlane.lbhf.sch.uk

1. Introduction to the Subject Policy for French

- 1.1 This policy is a statement of the aims, principles and practices of teaching and learning as they relate to MFL teaching at Woodlane. This policy supports the aims of the school mission statement, SEN policy and the whole-school approach to teaching and learning.
- 1.2 French Teaching at Woodlane takes place for all students in KS3 and as an optional GCSE/Entry Level subject in KS4.
- 1.3 As new technology brings people closer together another language becomes an ever more important skill for pupils. The process of learning a new language shows how people live in other countries and cultures. It also gives them insights into our own multicultural society as well as helping them when they go on holiday.

2. Aims & Objectives

- 2.1 In French we consider that a meaningful education should aim to enable pupils to:
 - Communicate effectively in a range of contexts, using a modern foreign language,
 - Use French for real purposes,
 - Develop enthusiasm for language learning,
 - Develop self-confidence,
 - Develop listening and communication skills,
 - Develop reading skills in the context of learning a modern foreign language,
 - Encourage development of any language spoken by a pupil at home.
- 2.2 The objectives of high quality French education that pupils work towards are;
 - To develop listening and speaking skills in contexts in which they can use a modern foreign language for communicative purposes; in role plays, making and doing activities, visiting places with a French atmosphere and giving them opportunities to listen to native speakers,
 - To relate the spoken word to the written word and facilitate the development of reading skills,
 - To read short French texts for pleasure and information where skills allow,
 - To use French creatively, writing and acting out role plays,
 - To use appropriate dictionaries to find out the meanings of words,
 - To recognise patterns in French and relate them to patterns in English,
 - To develop the necessary skills (including IT skills) to write short messages in French, using the target language wherever possible,

- To gain at least one, preferably two recognised qualifications in French, at the end of KS4.
- Where possible, to gain a qualification in any language spoken by a pupil at home. Pupils have gained good grades (A-C) in Italian, Polish, Spanish, Turkish, Arabic and Portuguese.

3. Racial Equality Statement

- 3.1 In French we adhere to the School Racial Equality Policy in every respect. We work to create a learning environment in which the diversity, needs and achievements of all members of the school community are recognised, valued and celebrated
- 3.2 We believe that the teaching of a foreign modern language and the celebration of languages spoken by pupils at home makes a valuable contribution to Racial Equality at Woodlane. As stated above, bilingual pupils can be entered for a GCSE where possible

4. Access and Inclusion

- 4.1 In French we believe that curriculum access is principally about entitlement, equal opportunity and equal value.
- 4.2 All pupils have full access to the French curriculum. The content and mode of delivery of the curriculum will be modified to help support all pupils in accessing the curriculum offer. We aim to develop increasingly independent learners and provide opportunities for pupils to extend their experience and knowledge outside their immediate world experience to help support them in preparing for future life. Pupils' progress will be carefully monitored to ensure their access to the curriculum is appropriately supported and, where necessary modified to reflect changing circumstances.
- 4.3 The French curriculum recognises that pupils have individual learning styles and interests; it aims to take into account pupils' age, cognitive, social and emotional level of functioning in the design and delivery of the curriculum offer. More able pupils, usually in Year 10, can work through a Grammar Workbook ("Mr Fletcher's Grammar Course") during the summer holidays.
- 4.4 The French curriculum aims to encourage a climate in which all pupils can learn to the best of their ability and where all pupils' special educational needs are addressed positively and sensitively.
- 4.5 Where appropriate the teacher will use PGSS (Paget Gorman Signed Speech) to ensure inclusion and add another pedagogic tool.

5. Equal Opportunities

5.1 We are determined to ensure that all pupils have an equal opportunity to learn and achieve success appropriate to their needs and abilities. We work to ensure that, wherever possible, all pupils have full access to the French curriculum, this right is under constant review to ensure we do not discriminate against any individual pupil or group. In French to ensure all pupils have the opportunity to achieve their potential we :

- Use support in the classroom appropriately to prevent pupils with additional barriers to learning being disadvantaged (e.g. use of PGSS),
- Establish a learning ethos that challenges discrimination, aggression, racism, gender bias or loss of opportunity and consistently celebrates all pupils achievements,
- Provide a curriculum that promotes independence and addresses issues of self-esteem and self-confidence,
- Consistently implement the school's Promoting Positive Behaviour Policy,
- Work with other professionals (e.g. Speech & Language therapy) to enable pupils to access the French curriculum more easily,
- Ensure that teaching styles and approaches to teaching are appropriately matched to the learning needs of pupils.

6. Health & Safety

6.1 Pupils are taught to use subject related materials and equipment safely and sensibly and respect the learning environment in line with the school Health & Safety and Promoting Positive Behaviour policies.

7. The structure of the lesson

7.1 The starter activity will begin with the teacher standing at the door as pupils enter the room. Pupils are directed to sit at tables in their usual places. The teacher will offer a variety of starter activities, often based on question and answer, flashcards or the Smartboard.

7.2 The main activity or activities will form the focal part of the lessons. The aim in each lesson is to give the pupils practice in as many of the four skills as possible which are listening, reading, speaking, and writing. At the beginning of each lesson the teacher will make it clear in both French and in English, what the objective of the lesson is. The language-learning activities might include role-plays (filmed on I-Pad and then played back), oral work based on the Smartboard or flashcards, games, listening tasks on videos and a variety of written tasks.

- 7.3** The plenary takes place in the last few minutes of each lesson and will recap on what has been learned during the lesson. A plenary might take the form of a game, Q & A, chanting, singing or playing back a video which has been filmed during the main part of the lesson. Learning will be assessed and verbal feedback provided. Students will have the opportunity to consider their own progress.

8 Schemes of work and Assessment

- 8.1** The schemes of work in French reflect the requirements of the National Curriculum for the delivery of French. The scheme of work is written in line with the standards outlined in the school's Supporting Achievement through Effective Assessment (assessment, marking, recording & reporting) Policy.
- 8.2** Pupil progress in French is assessed in a number of ways: B2, target setting, student levels, oral starter activities, vocabulary tests, Entry Level Certificate Assessments and GCSE practice papers. At the end of KS3 pupils receive a French Certificate of Achievement which is particularly important for pupils who are not continuing with French. At the end of Year 9 pupils opt either for French or Vocational Skills.

9 Maintaining pupils folders and storing work

- 9.1** At Key Stage 3 each pupils has a folder divided into topic areas.
- 9.2** At KS4, pupils' classwork continues to be stored in folders, except for assessments for the AQA Entry Level which are stored separately.

10 Record keeping

- 10.1** The teacher keeps a record of pupil attendance and general effort on the daily lesson plan held in a teaching file.
- 10.2** The French teaching files consist of this policy document, the Schemes of Work, the daily lesson plans, pupil backgrounds, subject development plan, exam results and other relevant information.
- 10.3** Pupils' work is marked adhering to Woodlane's marking and assessment policy, (AMRR).
- 10.4** KS4 Pupils are entered for the AQA Entry Level and where appropriate the GCSE. The Exams Officer keeps records on pupils official examination results and shares them with AQA where necessary.

11 French & Cross-curricular skills - Literacy

11.1 The French curriculum reinforces the principles of the KS3 Strategy – Literacy and works to ensure that pupils’ literacy development is supported and encouraged through:

- Identifying and reinforcing key technical words in each module of work (on wall displays),
- Teaching key words in context,
- Modelling and encouraging appropriate speaking and listening skills and encouraging pupils to interact with one another and extend and reflect on their responses,
- Encouraging focused questioning and discussion skills,
- Encouraging the learning and use of appropriate writing and recording skills including the use of IT,
- Widening pupils’ repertoire of reading materials and use of different writing genres,
- Enabling group work,
- Developing pupil’s presentational skills.

12 French & cross-curricular skills - Numeracy

12.1 The French curriculum reinforces the principles of the KS3 Strategy - numeracy (high expectations / the centrality of numeracy and basic skills to enabling pupils to learn effectively) and works to ensure that pupils numeracy development is supported and encouraged through:

- Improving pupils’ skills in interpreting graphs, charts and diagrams,
- Encouraging accuracy, particularly in calculations, measurement and graphical work,
- Counting and doing mathematical calculations in French,
- Improving pupils’ reasoning and problem solving skills,
- Use calculators and other IT resources appropriately and effectively to solve problems,
- Collect data accurately,
- Using sequences of questions to foster conjecture,
- Using an open questioning style and encouraging collaboration,
- Allowing pupils to repeat and reprocess responses, including key vocabulary,
- Using visualisation exercises to help pupils create and talk about mental images using precise language,
- Exploring strategies to solve geometrical problems.

13 French & cross-curricular skills – Computing

13.1 Through French we aim to develop pupils' IT capability through:

- The use of appropriate software to support pupil progress
- The use of PC's to improve pupils presentation skills
- Developing pupils' skills in handling information effectively and using the INTERNET appropriately as a learning tool to find things out, develop ideas and exchange and share information

14 Differentiation

14.1 All schemes of work in French are initially differentiated to meet the broad levels of attainment of each year group. Materials reflect the diversity of attainment in some classes.

14.2 To enable all pupils to gain access to the curriculum the teacher is responsible for deploying the teaching assistant (TA) to support those pupils who may need additional help to access the curriculum offer. Initial TA support is identified on the daily lesson plan.

14.3 A range of differentiation strategies are in used to enable all pupils to access the curriculum, these include graded questioning at different levels, extension worksheets and other activities. Further examples include;

- **Tasks** – tasks will vary in difficulty and in style, materials may be varied or pupils allocated specific tasks within group work to ensure all pupils are able to access the learning opportunity in an appropriate way,
- **Text** – written texts may be differentiated for readability, text length, font size etc. Spoken texts may be differentiated by complexity, length and speed. Images may be differentiated by size, simplification and clarification, focus and level of detail to support pupil progress,
- **Interests** – activities are differentiated to stimulate pupils' engagement and enjoyment,
- **Outcome** – where teachers require pupils to undertake a common task, such tasks will often have an open-ended outcome in order to allow pupils to work at their own pace and level of attainment and yet provide opportunities for extension and challenge,
- **Support** – support may exist in many forms, but in French includes reference materials, human resources (TA, peer group, teacher support), templates, step-by-step or small step instruction, display materials & learning environment, key words, model answers, revision sheets, grammar sheets (“Mr Fletcher’s Grammar Course”),
- **Process** – some pupils prefer to follow instructions to solve a problem, others are more comfortable drawing on strategies of their own. In French we recognise pupils learn in different ways and

encourage them to develop their meta-cognitive skills through helping them to share ideas about the ways in which they might solve problems, take risks, make decisions and justify responses,

- **Grouping** – In French different tasks might be best achieved through different types of grouping, including: friendship groups, task groups, pairings, 1-1 support groups etc.

14.4 Further information on our whole school approach to differentiation is included in the Improving Teaching and Learning Skills policy.

15 Evaluation and self-review

15.1 This policy will be reviewed by the subject co-ordinator as part of an annual review of subject development in line with the school's Continuing Professional Development and Performance Management Review process.

Last review date: September 19th 2017

Reviewed by: D Fletcher

Last SMT review: January 6th 2016

Reviewed by: T Heapy