



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – French

SUBJECT LEADER: Cat Fowler

Subject Overview:

At Primrose Hill, we believe that learning another language is a crucial part of the children's education; It allows children to build self-confidence as well as developing their communication skills. In our modern society, children now have the ability to communicate with others from around the world; we want to equip the children with the skills and confidence to be able to do this. We explain to the children the benefits and purpose of learning a language too; being able to communicate with others whilst on holiday abroad and better understanding cultures. Our vision is for MFL to inspire children; encouraging them to be inquisitive about the world.

Research has shown that children who learn a language at a young age (like most Scandinavian and other European countries) are more likely to learn other languages as well as travel to other countries. We want to inspire the children to do this, as well as feel connected to the wider world around them. We therefore deliver our French curriculum from EYFS through to Year 6.

French is taught in mixed ability groups as we believe all children can achieve and should be exposed to different language speaking and interpretation skills with the help and support of their peers.

Fundamental Great British Values:

The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Together we will make a difference". This is evidenced through our inclusive teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

Although focussing on a different country and culture, French lessons are an excellent opportunity to promote the British value of mutual respect. In looking at another culture, we compare from our own position but through a respectful mindset. The children are given multiple chances to explore what connects our culture to others and to draw similarities to people from different cultural backgrounds. Events such as the European Day of Languages celebrate different cultures from around the world in a way which engaged the children and presented world cultures as something to get excited about.

Planning:

French is taught from EYFS to Year 6 in thirty minute slots once per week. Our curriculum is arranged to engage and excite all of our learners – ensuring children are taught the specific linguistic skills as stipulated in The National Curriculum 2014. Rigolo is used for planning and as an interactive computer resource to cover the necessary skills. Topics are thematic and build up grammatical, auidial and linguistic skills as well as vocabulary. The focus is placed upon speaking and listening over writing to begin with, and is then introduced further through the school.

Assessment:

Ongoing assessment and review is fundamental to everyday teaching at Primrose Hill, teachers are constantly making judgements with regards to attainment in lessons and altering provision accordingly, especially in a subject in which the outcome is mainly spoken. Intervention within the lesson is crucial in ensuring children are prepared to

learn; misconceptions quickly identified and rectified. Throughout any ICT/Computing topic the pupils are assessed against the key skills taught. This is reported termly on grade cards to parents and in their end of year report, stating whether they are working at age related expectations, working at greater depth or working towards the expected standard. Brick wall trackers are used to monitor the progress of all cohorts as well as groups of pupils including pupil premium and AGD. End of year data is analysed, any trends or areas of development are identified and this is used to inform the subject development plan. The children also have the opportunity to self-assess using the National Centre for Language's 'Language Passport', in which they have the opportunity to consider their own linguistic strengths and set themselves targets to achieve.

Collecting evidence:

Evidence is collected throughout the year and in a variety of different ways. These include planning and work scrutiny, pupil interviews and staff discussion and looking at children's work. Although children do not have books for French, any written work is collected in the same folder as their Language Passport, which is passed up from year to year. In addition to this, the school blog is monitored and examples of any language and cultural learning is recorded and gathered.



The Year 5 children celebrated the French festival of La Fête des Rois by baking and eating the traditional pie.



Each Year Group focussed on a different European country and spent the day finding out about its language, culture and landmarks. Ash Class learned a traditional Greek dance and Cedar class tried French food.



Targets:

Integrate into the lessons games and activities to enhance language learning.	<ul style="list-style-type: none">• Children will enjoy learning French and use the resources to interact with each other.• Children become more confident in their use of written and spoken French.• Enhance and embed learning
Monitor and assess children's progress across KS2. Evidence of work.	<ul style="list-style-type: none">• Children have a continuous working record of their progress across KS2.• Evidence to take through to KS3
Integrate the learning of grammar into the curriculum.	<ul style="list-style-type: none">• Children become more confident in their use of written French as their knowledge of word and sentence formation increases.• Enhance and embed learning
Inclusion of culture into the curriculum	<ul style="list-style-type: none">• Children learn customs and traditions enhancing their learning of French as a subject.✓ Children can compare our culture and customs to those of other countries

Impact of staff training:

SL CPD	<ul style="list-style-type: none">• 2x Cluster meetings with other MFL Coordinators.
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Future Targets:

- Monitor greater depth pupils, gender variations within greater depth and provision being made for these pupils.
- Continue to find opportunities to celebrate cultural events from different countries
- Communicate with high schools to consider the level necessary for Year 6's transition