

The teaching of French at St James provides excitement, enjoyment and challenge for children, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. At St James, the study of languages is a stimulating and exciting activity and we believe that learning a language enables children to develop the following:

- the ability to communicate
- insight into another culture
- an awareness of the nature of language
- promote learning skills and
- provide enjoyment and intellectual stimulation.

## What does Teaching and Learning look like in French?

- MFL (French) is taught weekly in Key Stage 2 using the **Primary Languages Network** scheme of work.
- Children have regular opportunities to hear French spoken by native speakers.
- Our French curriculum is designed to progressively develop children's acquisition of skills, and their ability to use and apply a growing bank of vocabulary organised around particular themes.
- Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games and then, as their confidence and skills grow, the children are exposed to written French and start writing phrases, sentences and paragraphs in their books.

- Learning is recorded

## Key principles for teaching MFL at St James

- A classroom ethos which fosters and models a positive attitude to learning a language
- Energetic and engaging lessons where the level of challenge meets the needs of all children
- A well-considered transition process between primary and secondary schools with a curriculum that builds step by step across the key stages
- Opportunities across the trust for celebrating language learning e.g entering the 'Love Languages Competition' in Abingdon, participating in language workshops organised by secondary schools and linking with other primary schools in the trust to celebrate language learning
- Knowledge organisers are used to support with vocabulary retention and these are displayed in children's books to allow pupils to revisit previous learning.

## Lesson Structure:



## Assessment

- Low stakes quizzes throughout units
- Questioning to assess and advance children's learning
- Frequent feedback to children, including how they can improve
- On-going teacher assessment based on observation; discussion; questioning; written work

In the EYFS, pupils are assessed against the EYFS Framework. Pupils in Years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: B= Working below the age-related expectations, ARE= Working at age related expectations and GD= Working at Greater Depth

## Enrichment

Pupils at St James experience a wide range of activities beyond the classroom. For example, Pupils in Year 3 visit Marwell Zoo and take part in a workshop about rainforest conservation as part of their learning about the Rainforests. In Year 5, pupils visit Coleshill Estate to complete their fieldwork.

In addition to external visits, pupil will experience additional enrichment activities, bringing their geographical learning to life. An example of this is in Year 3, where the children enjoyed a French Immersion day as part of their learning about life in France.

## SEND

Our curriculum topics are designed so that they are high interest but potentially low access to pupils working at skills below those of their year group, with opportunities for overlearning for all. In this way pupils with SEND can access the same curriculum with adaptive learning to their individual needs. Pupils can record their learning in a variety of ways.

The skills of geographers are embedded with concrete, immersive learning in the familiar local environment, supporting the later transfer to the abstract for those who find this challenging.

## Impact:

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills.

## By the time pupils leave St James, they should have developed:

- A passion for geography and an enthusiastic engagement in learning, which develops their sense of curiosity, empathy and adventure.
- A greater understanding and knowledge of the world, as well as their place in it.
- Knowledge and skills that are transferrable to other areas of the curriculum, and which promote their spiritual, moral, social and cultural development.

## In order to ensure our aims have been met, we monitor teaching and learning through:

- A carefully planned cycle of lesson visits, work evaluation and pupil interviews.
- Assessing understanding of 'sticky' knowledge at the end of a unit and over time.
- Moderation by subject leader, alongside dialogue with class teachers.
- Sharing good practice in staff meetings.