



# LONGSTONE SCHOOL

## FRENCH POLICY

### ARTICLE 28

**“Every child has the right to an education.”**

**REVIEWED: August 2022**



# LONGSTONE SCHOOL FRENCH POLICY

## INTRODUCTION

Pupils at Longstone School are encouraged to learn about and develop an interest in another language and culture. This is approached in a way that is both creative and enjoyable for the pupils and will further develop their awareness of **Global Learning**.

This should help to increase self confidence, self awareness as well as a sensitivity to others. Encouragement is given to pupils to communicate clearly and confidently in ways that are appropriate to situations and purposes.

In accordance with the whole school policy, pupils will be taught at an appropriate pace to facilitate learning. This learning will also reflect the aims of the school to include the Key Elements, STEM and Thinking Skills and Personal Capabilities. Where suitable, these will be included when teaching each topic.

As well as this, to reflect the school ethos, the Rights of the Child will be respected in the classroom and developed through their work.

An awareness of **Global Citizenship** will be developed through their understanding of French culture.

## AIMS AND OBJECTIVES

In our school French Department we aim:

- To introduce French and develop language learning skills in a way that is enjoyable.
- To enable pupils to understand and communicate in another language.
- To make pupils aware that language has structure and that the structure varies from one language to another. (Literacy)
  
- For pupils to understand their own lives in the context of exploring another language and culture. (Personal Development/ Mutual Understanding/ Cultural Understanding)  
Article 29  
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
  
- To develop a more heightened awareness of the World and media events involving other cultures. (Media/cultural Awareness) (Global Citizenship)  
Article 17  
Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.
  
- To increase self esteem through encouragement to communicate in the target language in a whole class and group situation. (Personal Development)
  
- To use given media and ICT equipment, such as iPads and computers, to help increase their learning. (STEM ICT)

## ORGANISATION

French is taught once a week to Year 8 and 9 in Key Stage 3. Each lesson is of a 40 minute duration.

Flexibility is needed with regards to room layout and organisation of groups of pupils. This is to facilitate the different activities used during the lessons.

In order to develop pupils' ability as fully as possible, a variety of strategies are used in the classroom. Examples of these are individual, paired work, group work and whole class situations. Homework will only be set to reinforce learning and will be delivered using Google Classroom.

A timetable of topics will be followed by each year group.

Year 7 have an introduction to French during French Day which takes place once a year.

TOPICS	
YEAR 8	About Me Classroom Objects Food Family and Pets Sports and Pastimes
YEAR 9	Parts of the Body Restaurant In the Town Houses
	<u>COVID 19</u> Emotional well being of pupils will be a priority and a break from learning may occasionally be required. Topics may be shortened to allow for this.

### COVID 19

In the event of poor attendance or school closure, Google Classroom will be used to continue learning.

## TEACHING AND LEARNING STYLES

Our policy is to make the introduction of this subject as informal and as enjoyable as possible. A major part of the work will be oral since acquisition of the target language follows a process of hearing and absorbing vocabulary prior to having sufficient knowledge and/or confidence to use that language. Initially there is no undue pressure on pupils' ability to respond to the target language. With continued exposure to the target language however, expectations for comprehension and quality of response would increase correspondingly. Pupils' comprehension is helped by the use of visual aids, Interactive Whiteboard, games and mime.

In the early stages vocabulary similar to English is used to build confidence in the pupils. Reading and writing in French is introduced in the form of workbooks that require pupils to identify basic words and fill in blanks. At a later stage, it is hoped pupils will at least recognise a social vocabulary i.e. sign posts, shop signs, labels on food, menus. It is our policy to provide pupils with as wide a variety of experiences in which to develop their abilities. These include:

Music – learning and singing simple songs. **(Article 29 Develop talents and abilities)**

Games -- an enjoyable way of reinforcing vocabulary, for example, counting games (Numeracy) **(Article 31, right to play)**

Role Play and Drama – examples are shopping, ordering food in a café. **(Article 31, right to play)**

Video—record conversations on video/ animation.

ICT ,Art and Photography - Pupils use this to design menus, posters for the wall, and model making (topic related).  
**(Article 29 Develop talents and abilities)**

## **DIFFERENTIATION**

At Longstone teach French is taught to all pupils whatever their ability. We do this by setting suitable learning challenges and responding to each child's different needs. (Article 23 Right to a special education)

Activities provide inclusion for all ability levels. Examples of these are:

- a use of varied and clear illustrative materials.
- practical tasks and group work.
- repetition and revision of vocabulary.

Question / answer sessions take into account the individual ability of each pupil. The response may vary from a one word answer to a full sentence.

Worksheets are used. More challenging work is made available to pupils needing to progress to a higher level. (Article 28 Right to an education)

## **EVALUATION**

French is regularly evaluated to suit the learning needs of the pupils. When required, changes are made to ensure that pupils feel a positive sense of achievement in what they can do in the language, thus boosting self esteem. Examples of this are: Topics and their contents may be reviewed and altered, worksheets adapted, other learning sources used and a need on the part of pupils to revise previous topics already taught is provided if it helps with progression. Pupils' progress is evaluated during lessons by use of strategies employed by staff to help ascertain their level of confidence when completing written work. This may be a set of cards with a colour code or happy/ sad face cards which indicate how easy or difficult the pupil is finding the work.

## **ASSESSMENT**

Testing may be used at the end of each topic using visual aids. This gives good indication of the understanding of the pupil.

Effort and progress is recorded in annual school reports.

Progress is also monitored on a regular basis during class in question/ answer sessions, as well as in their written work in the workbooks/ worksheets.

**STAFF TEACHING FRENCH: M. Cromie (YR 8-9)**