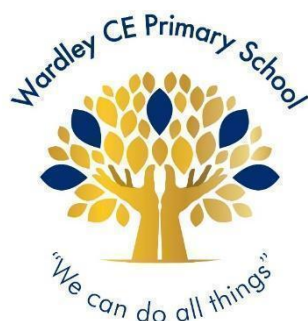


Wardley CE Primary School Modern Languages Policy



Name of Reviewer	Lauren Hargreaves
Date of Approval of Governing Body	September 2024
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2027

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.

-We inspire and innovate and we support others to do the same.

Spiritual Moral Social & Cultural Statement

At Wardley CE Primary School we strive to cultivate a real enjoyment of languages and aim to deliver high quality French lessons that teach, support and encourage all children to achieve their full potential.

Spiritual Development

Learning a foreign language supports *spiritual development* by teaching pupils to accept and embrace other languages and cultures. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. This gives them the opportunity to consider 'identity' and what it means to them and others. Children explore emotions through language, reflect on different uses of language and they are often given the opportunity to use their imagination and creativity in groups and pair work.

Moral Development

Foreign Language learning supports *moral development* through a range of listening, reading, writing and speaking activities. Stereotypes and intolerance are challenged through the teaching of language and culture. Learning a foreign language encourages respect for others' cultures and languages and it promotes trust and fairness.

Social Development

Foreign Language learning supports *social development* by encouraging pupils to work proactively and cooperatively in pairs and groups. Pupils are encouraged to experiment with language and to learn from their mistakes. There is a supportive environment in French lessons where mistakes are seen as learning opportunities, rather than as failures. In lessons, pupils are expected to use each other as learning tools and develop social strategies for giving and responding to feedback.

Cultural Development

Cultural development and *cultural awareness* are fundamental in language learning at Wardley CE Primary School. Exploration of language and culture is crucial to language learning, whether through lessons, celebrations of typical French traditions, assemblies or multilingual books. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. As part of 'European Day of Languages' which we celebrate each year across the school, we draw attention to Europe's rich linguistic and cultural diversity and we reinforce intercultural understanding.

Intent

At Wardley CE Primary School, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. We teach French to all Key Stage Two children, whatever their ability. A foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of French, we foster pupils' curiosity and deepen their understanding of the world. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures.

We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. By providing all of our children with a high quality education in foreign languages, pupils develop their love of learning about other languages and cultures. The skills and knowledge they gain from learning French will provide a foundation for future language learning and will widen their future opportunities.

Our French Curriculum is based upon the CUSP Curriculum Framework for the subject. This has been deliberately built around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate as a linguist. Unapologetically ambitious, our French curriculum focuses on excellence in this subject. Our intention is unmissable; exceptional teacher instruction inspires pupils to acquire knowledge, as a linguist, and enables them to skillfully attempt and apply their understanding.

To be a linguist at Wardley CE Primary School, pupils will develop the following essential characteristics:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Implementation

At Wardley CE Primary School the teaching and learning of French is based upon the CUSP French curriculum.

CUSP French has been purposefully built around the principles of evidence-led practice. This is to ensure that there is a focus on high-quality development of children as linguists. Core areas of study are revisited throughout the curriculum. Each unit of study focuses on phonics, grammatical structures, reading, writing, oracy and vocabulary. Fully resourced, CUSP French is both teacher facing and pupil facing, building consistency in how French is taught across the school and ensuring that teachers, including those with no prior knowledge of French, have the subject knowledge required to teach the content.

CUSP French has been designed to serve young linguists in the modern world. Key areas of focus have been deliberately selected to ensure that pupils are equipped with knowledge and language that will serve them in engaging with important and useful topics such as the environment, wellbeing and travel. The curriculum focuses not just on vocabulary acquisition but also on the building blocks of learning a new language.

Clear structures and learning routines underpin CUSP French. This allows pupils (and teachers) to direct their cognitive attention to the core content in each block. As with all CUSP subjects, Knowledge Notes are used to support instruction and the revisiting of new concepts. This strong focus on cognitive science provides the framework for pupils to deepen and broaden their knowledge of the French language and become confident, inspired linguists.

CUSP French is taught from Years 3 – 6. Each year group has 6 blocks of 5 weeks teaching. Additional weeks in the academic year can be used for consolidation, revisiting or enrichment. The curriculum is built to be delivered in 30 – 40 minutes of study per week.

The CUSP French curriculum provides teachers with teaching slides, subject knowledge explainer videos, recorded resources and CPD videos to support staff with implementation and delivery. The decision to fully resource CUSP French was made to allow teachers to focus their time on developing their knowledge of the content. The explainer videos have been recorded by a native French speaker to give teachers an authentic experience of improving their own French speaking. The blocks follow a clear structure and this will allow both teachers and pupils to learn the routines and rhythms of the curriculum over time

What will pupils know and be able to do at key points of the curriculum?

Each block includes study of key MFL linguistic concepts and previously learnt language concepts to enable pupils to build on known themes and vocabulary. The

core content overview outlines the substantive and disciplinary knowledge and key vocabulary that pupils will learn throughout each block of study. This includes the vocabulary, phonics and grammatical constructs that pupils will learn, as well as the opportunities to develop their reading, writing and oracy skills.

Teachers will note that there is limited emphasis on pupils' writing of French and a greater focus on reading, oracy and laying strong linguistic foundations. This is because pupils need to hear, see and say whole, correctly spelt words frequently before they are asked to apply these to written tasks. As pupils become more confident with curriculum content, teachers may choose to use the flexible content weeks to further develop pupils' written French.

National Curriculum statutory content

The National Curriculum for maintained schools in England stipulates that the teaching of foreign languages is required at key stage 2 (ages 7 – 11). This can be in any modern foreign language (MFL). At Wardley CE Primary School we have chosen French because...

Within the National Curriculum, clear guidance is given around expectations of the purpose of learning a foreign language. This includes preparing pupils for learning further languages and equipping them to study and work in other countries.

Key aspects of study that are explicitly referenced in the National Curriculum for MFL include:

- vocabulary acquisition
- varied oracy opportunities, including engagement in conversation
- phonics and accurate pronunciation
- grammatical knowledge • reading and listening for meaning
- sentence composition
- simple writing tasks.

These are all carefully represented in the CUSP French curriculum.

Revisiting

Revisiting is inherently built into the architecture of the CUSP French curriculum. This can be seen in many places, such as:

- between individual blocks in each year group on the long-term sequence
- within blocks in the Remember part of each lesson
- in the quizzing that can be used throughout, at the end of and after a block of study.

Teachers should seek to revisit key language as frequently as possible. This could be through normal classroom interactions, for example greeting pupils, telling the time, discussing classroom equipment or when giving instructions. This will help pupils to remember knowledge that they have learnt during their French lessons.

Cultural development

The CUSP curriculum has a strong focus on supporting pupils to meaningfully develop their understanding of other cultures and issues that impact on the wider global community. For this reason, CUSP French has a specific emphasis on teaching pupils about French customs, traditions and heritage, including those that are both similar or different to pupils' own experiences of life in modern Britain.

Significant French figures are introduced throughout the curriculum, as are notable French landmarks. Pupils will learn about the geography of France and its place within the wider world, including key trade exports and significant achievements of the French civilisation through history. Teachers are strongly encouraged to link this learning to pupils' learning from the wider curriculum, for example, their study of significant artists or musicians.

At Wardley CE Primary School, the predominant mode of teaching for French is whole class teaching with appropriate adaptive support being given in line with the school's teaching & learning policy.

Thinking Like A Linguist

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge.

KS1 & 2 School Overview

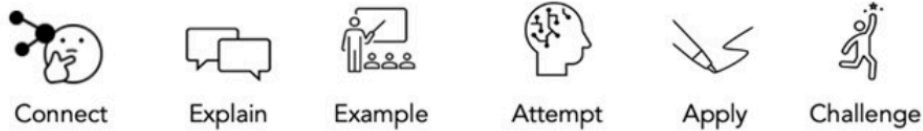
Year	Block A	Block B	Block C	Block D	Block E	Block F
3	Greetings and the classroom	Colours, emotions and numbers 0 – 10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together
4	The calendar (Days, months, date)	Colours, emotions and numbers 0 – 20	Items from daily life (Items for a day trip)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)
5	Local places (Amenities)	Emotions and numbers 0 – 100	Friends and family	Working together	Playing together (Sports and hobbies)	Eating together (Preparing a meal)
6	Where I live (Homes)	Emotions and numbers – beyond 100	Items from daily life (Money and personal effects)	Learning together	The natural world (The environment)	Visiting France (Directions and transport)

How pupils learn

- Class timetables have been built to ensure a broad and balanced curriculum.
- Subjects have been blocked in a spaced retrieval model to support catch up and maximize learning time

- Art has been timetabled in an extended session to enable children to have time to develop depth.

An essential component to CUSP lessons is the systematic and coherent approach that we embed focusing on the six phases of a lesson.



Overview of Knowledge

The overview provides a list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have acquired by the end of the block. It includes detailed explanations of the core knowledge covered in each block

Knowledge Organisers

Dual coded knowledge organisers contain core information for children to easily access and use as a point of reference and as a means of retrieval practise.

Mapping of Knowledge

The sequence of learning makes clear essential and desirable knowledge, key questions and task suggestions for each lesson and suggested cumulative quizzing questions.

Knowledge Notes

Knowledge notes are an elaboration in the core knowledge found in knowledge organisers. Knowledge notes focus pupils' working memory to the key question that will be asked at the end of the lesson. It reduces cognitive load and avoids the split-attention effect.

Retrieval Practise

Retrieval practise is planned into the curriculum through spaced learning and interleaving and as part of considered task design by the class teacher. Teaching and learning resources and provided for class teachers so they can focus their time on subject knowledge and task design.

Vocabulary

The units are supported by vocabulary modules which provide both resources for teaching and learning vital vocabulary and provide teachers with Tier 2 and 3 vocabulary with the etymology and morphology needed for explicit instruction details relevant idioms and colloquialisms to make this learning explicit.

We aim to provide a high challenge with low threat culture and put no ceiling on any child's learning, instead providing the right scaffolding for each child for them to achieve.

CUSP French Subject Leaders Handbook

This document sets out in detail the CUSP French curriculum and the evidence-led practice and theory on which it is founded.

Links to the Wider Curriculum

At Wardley CE Primary School, French is taught through weekly lessons by the class teacher. We try to link French to other subjects to help build on prior knowledge whilst ensuring no tenuous links are made. Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of English, maths, geography, RE and art.

Learning a foreign language contributes significantly to the teaching of English in our school. Speaking and listening skills are developed in every lesson through conversing in French, listening to and responding to their peers. French lessons have specific grammar focuses to give them the skills to construct sentences correctly. This in turn supports grammatical understanding in English. French lessons provide countless opportunities to compare the French language with English and can be exploited through learning the alphabet and phonemes, sound/spelling links, dictionary work and formation of structures (e.g. singular/ plural, gender, negatives, position of adjectives and imperatives). We also explore different text types in French including poetry and traditional tales.

French lessons contribute to the teaching of mathematics in a variety of ways. The children learn how to count to 100 in French. They learn about Euros and how to calculate different values of money. Pupils also learn how to say the date and time in French; consolidating learning from their maths lessons.

At Wardley CE Primary School, French teaching contributes to the teaching of Geography. Pupils learn about life in France and they make comparisons between France and England. They learn how to talk about the weather in French and practice using a simple weather chart. During European Day of Languages and in particular units, pupils learn where French is spoken in countries around the world and locate these countries on a map.

As part of our art curriculum, we look at various French impressionist artists including Claude Monet, Edgar Degas and Pierre-Auguste Renoir. Studying the landscapes and French scenes in the artists' work gives children an insight into France and its culture.

Impact

The impact of our French curriculum will be seen in the strong progress our pupils make as they move through school. The pupils will show this through knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think artistically. It is about them connecting existing and new knowledge, developing competence and making links.

The children will therefore be expected to leave Wardley CE Primary School reaching at least age related expectations for French. Our French curriculum will also lead pupils to be enthusiastic learners, evidenced in a range of ways, including pupil voice and their work.

Assessment & Feedback

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's substantive and disciplinary knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

Assessment is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have.

On-going formative assessment

Assessment of MFL should be formative and based on the pupil outcomes from each lesson. The following can be used to assess pupils' knowledge and understanding of language and pronunciation:

- Expectations for each sequence are made explicit on slide 4.
- Your turn tasks offer opportunities for teachers to assess pupils' learning in a lesson.
- Remember tasks offer opportunities for teachers to assess pupils' learning from previous lessons.
- Flexible content weeks can be used to assess pupils' learning at the end of a block.

Long term summative assessment

This looks at the subject's substantive and disciplinary knowledge. The summative assessment information is collected on a termly basis as outlined in the school's assessment policy. It is based on a secure fit assessment of each pupil's performance by the class teacher. This data also provides an overview of whole school progress for the subject leader.

Feedback

Recording of feedback is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

Recording of assessment is multi-faceted. We support whole class feedback and marking principles. Any notes made must be useful and insightful, not lengthy or cumbersome.

In short, assessment can be complex. William, Hattie, Didau, the EEF and many others have grappled with the purpose, structure and ultimate aim that teacher feedback impacts on pupil learning.

All the evidence points towards feedback being most impactful as near to the point of learning as possible. That is why the 6 phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning.

In summary, feedback should pay attention to these three questions:

1. Does feedback provide CLARIFICATION?

Are pupils on the right track? If they are not, do they know how to improve?

2. Does feedback provide SOPHISTICATION?

Do pupils get the opportunity to elaborate and respond to challenges, regardless of starting points?

3. Does feedback MOTIVATE?

Do pupils recognise and act upon the feedback through verbal comments and marks that teachers and support staff make? Do they see themselves as part of the learning process, rather than just being done to?

Making notes of these iterations is never at the expense of quality teaching. Teachers and support staff can summarise notes about the lesson, who stood out, who needed support can be brief and simple.

Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content.

The school's feedback and assessment forms are used as a tool to quickly summarise and capture the learning, lesson to lesson. They are not designed to be fully comprehensive, but as a formative tool to capture and record, so that information can be fed forward to provide insights into the next lesson or summarised at the end of a study.

Impact

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think geographically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school's teaching & learning policy and assessment policy):

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.
- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.

Role of the subject leader.

The Modern Languages subject leader at Wardley CE Primary School is Miss Hargreaves.

Their role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this, subject leaders undertake the following monitoring activities on a termly basis:

- Lesson observations

- Pupil book study
- 1. What impact is our CURRICULUM having?
 - *What effect is the curriculum architecture having?*
- 2. Does teaching support LONG-TERM LEARNING?
 - *Is the evidence-led practice really being deployed at a classroom level, or is it superficial?*
- 3. Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY?
 - Discussions with both adults and children
 - Looking at classroom displays

In addition, subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

French and links to home.

Information for parents and carers about the French curriculum is detailed on the school website and also sent out on the class curriculum leaflets each half-term.

Inclusion

At Wardley CE Primary School all children have access to French lessons and activities regardless of their characteristics or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching and our CUSP curriculum model we provide all children with the tools and support to be involved and access every French lesson. This is the high quality teaching model that is set out in our teaching and learning policy.

"Central to this debate (what inclusive education looks like) should be the rights of the child as a learner. How do we design learning environments and learning activities that will ensure that each child is an active participant in the learning process and not a bystander, a peripheral participant, watching the activity of others? How can we support families, teachers and professionals to include those

*learners in all aspects of the curriculum to achieve this goal?" Barry Carpenter,
Enabling Access*

We believe that the CUSP curriculum architecture, that is built around retrieval practice and spaced retrieval practice, combined with evidence led teaching and generative learning tasks that are appropriately scaffolded are essential components in answering Barry's question.

Support staff play a vital role in universal quality first teaching. The principles of instruction, vocabulary teaching and generative learning tasks are universal in a school. All staff use and deploy these research-facing strategies.

To promote an inclusive environment in the French curriculum, we will use the following provision model:

Wave 1 Support

Inclusive Quality First Teaching

Differentiated planning and work
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.
Behaviour management
Effective deployment of staff and support staff
Consideration of teaching programs and planning for varied learning styles
Accurate assessments
Pupil progress meetings
Working closely with parents
Being mindful of cultural and social differences / influences in the community

Wave 2 Support

Additional Interventions to enable children to work at age-related expectations or above

Provision mapping
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy
Use of marking and assessment to identify children who need a re-cap focus
Pre-teaching / Post teaching follow up
Small group phonics
Well-being groups
Social communication resources in class e.g. timetables, social stories
visual cards
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

Wave 3 Support

Targeted provision for those who require a high level of personalised and specialised support

IEPs
SALT intervention or 1:1 specialist SALT
1:1 emotional therapy – iThrive
1:1 input LSS and PIT
Enhanced SALT support (School Buy-in)
Precision teaching
Behaviour plans
Personalised reward programs
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

