



CHURCHFIELDS
JUNIOR SCHOOL

French Policy

July 2023

Approved by GB: July 2023

Next review due: July 2026

Introduction

This policy will form the basis upon which we map out the guidance for French at Key Stage 2. It will outline the purpose and management of how French is taught and learned in our school and will inform new teachers of expectations, parents of our approach to languages and assist planning and promote development.

All staff are fully aware of their role in its implementation. Staff have access to the policy via the school's server on the Teacher's Drive. Parents can view the policy on the school's website.

Aims and objectives

The aims of the school and of the National Curriculum for Modern Foreign Languages are to ensure that children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At Churchfields Junior School we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of French in Key Stage 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3.

Implementation

French lessons are planned and taught by a specialist teacher once a week. Consideration is given through medium-term planning as to coverage of four key areas of language learning at Churchfields:

- (1) vocabulary
- (2) pronunciation, phonics, spellings
- (3) sentence building
- (4) knowledge about language.

Some lessons will include all of these four areas while others may focus on individual elements.

Medium-term plans are used to plan for progression and revision.

These two weeks of the Year 4 medium-term plan show coverage of the 4 areas of language learning and how prior knowledge is revised at the start of the lesson (warm-up):

French	Week 1	Week 2
Vocabulary	Rules and expectations Sing song of introductions <i>'Bonjour, salut'</i>	Be able to ask / give information about birthdays
Pronunciation, phonics, spelling	Sing verses with good pronunciation	By chanting (in stages), ask the question <i>'Quelle est la date de ton anniversaire?'</i>
Sentence building	Add extra verse with info about self	Oral then written completion of sentence about own birthday
Knowledge about language	Elicit 3 facts about French or France to tell a Yr 3 pupil	Cardinal numbers can be used for ordinal in dates
Warm up (revision of Year 3)	Basic greetings, say how you are, give name incl. <i>'je suis'</i>	Revise numbers 1 - 12

Much of the French curriculum is taught in the context of the following topics:

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Greetings and numbers 1-10	Family members and appearance	Shopping and using euros	The francophone world
Autumn 2	Days, months and birthdays	Weather and the seasons	Telling the time	Going on holiday
Spring 1	Alphabet and parts of the body	Countries and transport	The solar system	Clothes and school uniform
Spring 2	Classroom objects	Reading skills: fairy tales	Meal times and typical food	Animals and their environment
Summer 1	Colours and pets	Sports and likes / dislikes	Eating out in France	World painters
Summer 2	Café snacks and drinks	Animals at home and on the farm	Directions and places in town	Enjoying music

Participation and engagement are crucial for any lesson but should not be to the detriment of the development of knowledge and understanding through teaching and practice. Focus and progress are more important than fun as children's enjoyment of the subject will come through their competence.

We advocate the use of the following principles, described in greater detail in our Teaching and Learning policy.

Barak Rosenshine's Principles of Instruction¹

1. Begin a lesson with a short review of previous learning (Reactivation)

This might be a review of vocabulary, events or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson. At CJS, some teachers use multiple-choice quizzes, timed tests, counting activities or review knowledge organisers.

2. Present new material in small steps with pupil practice after each step: Only present small amounts of new material at any one time, and then assist pupils as they practice this material.

Our working memory can only hold a few bits of information at once - too much information swamps the working memory. The most effective teachers present only small amounts of **new material** at one time, and they teach in such a way that each point is mastered before the next point is introduced. They check pupil's understanding on each point and reteach when necessary. In a study, the most effective teachers spent about 23 minutes of a 40-minute lesson in teaching, demonstration, questioning and worked examples. In contrast, the least effective spent only 11 minutes presenting new material. The most effective teachers use this extra time to provide additional explanations, check for understanding and provide sufficient instructions so pupils can learn to work independently without difficulty. The less effective teachers in the study gave much shorter explanations, and then passed out activities and were then observed going from pupil to pupil having to explain the material again.

3. Ask a LARGE number of questions and check the responses of ALL pupils: Questions help pupils practise new information and connect new material to their prior learning.

Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions. Teachers at Churchfields also ask pupils to explain the process they used to find the answer. Teachers might ask pupils to:

- Tell the answer to a neighbour;
- Summarise the main idea in one or two sentences or repeat the procedures to a neighbour;
- Write the answer on a mini-whiteboard and hold it up;
- Explain how you worked out the answer;
- Raise hands or raise hands if they agree with an answer someone else has given.

4. Provide models: Providing pupils with models and worked examples can help them learn to solve problems faster.

Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps.

- 5. Guide pupil practice: Successful teachers spend more time guiding pupils' practice of new material**
After presentation of new material, the most successful teachers guide pupil practice. This might consist of the teacher working the first problems on the whiteboard, serving as a model for pupils. It could include a visualizer being used to demonstrate or a pupil working out a problem on the board. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time having pupils work out problems with teacher guidance. Pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of a masterclass or guided group.
- 6. Check for pupil understanding: Checking for pupil understanding at each point can help pupils learn the material with fewer errors.**
Effective teachers frequently check to see if all pupils are learning the new material. **They check for understanding by asking questions, by asking pupils to summarise the presentation up to that point, or to repeat directions or procedures.** This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be retaught. A less effective teacher might simply ask "Are there any questions?" Other ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain or defend their position to others. This can help to limit misconceptions. The wrong way to check for understanding is to ask only a few questions, call on volunteers to hear their (usually correct) answers, and then assume that all of the class either understands or has now learned from hearing the volunteers' responses. Another error (particularly with older children) is to assume that it is not necessary to check for understanding, and that simply repeating the points will be sufficient.
- 7. Obtain a high success rate: It is important for pupils to achieve a high success rate during classroom instruction.**
Research suggests that the optimal success rate to be about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged.
- 8. Provide scaffolds: The teacher provides pupils with temporary supports and scaffolds to assist them.**
Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as cue cards, word banks, checklists to guide or evaluate their work, or a model of the completed task against which the pupil can compare their work. Others may be in the form of prompts – such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. Teachers should carefully consider who needs what type of scaffold, rather than regularly provide the same scaffold to all.
- 9. Require and monitor independent practice: Pupils need extensive, successful practice in order for skills and knowledge to become automatic and embedded in long-term memory.**
Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill. Independent practice should involve the same material as the guided practice and pupils should be fully prepared. Research shows that pupils were more engaged when their teacher circulated the room, and monitored their individual work – the optimal time for these contacts was 30 seconds or less. Cooperative learning can increase achievement if it provides extra instruction through someone else (the other pupil) explaining the material to the pupil.

10. Engage pupils in weekly and monthly review: Pupils need to be involved in extensive practice in order to develop well-connected automatic knowledge

Pupils need extensive and broad reading and extensive practice in order to develop well-connected networks of ideas (schema) in their long-term memory. When one's knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we employ weekly reviews in mathematics, opportunities to retrieve knowledge at the start of lessons, weekly reviews as part of homework, knowledge organisers for revision and end of unit assessments.

Retrieval Practice

At Churchfields, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. We use retrieval practice methods as described above routinely. We aim for pupils to remember all that is on the knowledge organisers and in the curriculum - without need to refer to learning aids, knowledge organisers or other reference material. Pupils should learn strategies for revision, including self-quizzing and elaboration. See <http://www.learningscientists.org/elaboration>

For optimal retrieval practice, teachers must space out the practice – rather than cramming. Memory is more enduring when practice is spaced out as pupils need to forget a little to benefit from spaced practice.

Classroom Talk and Questioning

The central mechanism in effective classroom talk is good use of questioning. Good teachers ask a large number of questions and both closed and open questions play an important role. While we should make deep knowledge the goal, shallow knowledge will always come first³ and without closed questions to check it, there is no point moving on to deeper concepts⁴.

Cold Calling: (Based on Lemov, TLAC^{5,6})

Principle: All pupils should be involved in engaging with the teacher-pupil dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

Practice: No hands up. Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that involves all pupils, front, back, in the corners, shy, confident...everyone. It's not a one-off strategy; it should be routine and the default mode for most questions. It does not require the use of lollipop sticks.

No Opt-Out: (Based on Lemov, TLAC)

Principle: Pupils should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, pupils should not be allowed to opt out by saying 'I don't know'.

Practice: If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer giving them a chance to now say the right answer. This gives them an opportunity for practice but if done routinely, it also means that pupils soon learn there is no value in offering 'I don't know' as a defence, in the hope of being left alone. Highly effective teachers maintain an expectation that it's not OK not to try. They eliminate the option for pupils of opting out: muttering 'I don't know' or

shrugging impassively when asked a question. There are six basic strategies for responding to pupils who get the answer wrong or cannot provide an answer.

1. You provide the answer; the pupil repeats the answer.

Teacher: In French, where are they going, Ryan?

Ryan: *La ville.*

Teacher: Ryan, they are going to the beach. Now you tell me. In French where are they going?

Ryan: *Á la plage.*

Teacher: Très bien, Ryan. Á la plage.

2. Another pupil provides the answer; the initial pupil repeats the answer. A variation is to ask the whole class.

3. After the pupil answers incorrectly, you provide a cue the pupil uses it to find the answer.

Teacher: When I ask for the subject, I am asking for who or what the sentence is about. Now, Ryan, see if that can help you find the subject.

4. Another pupil provides a cue, the initial pupil uses it to find the answer.

5. Another pupil provides the answer, the initial pupil repeats the answer and is then asked a question to apply this knowledge. This gives extra practice and also shows that the success was no fluke.

Teacher: Can you also tell me the subject of the next sentence?

Checking for Understanding:

Principle: As explained through Rosenshine's 3rd principle, teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed. It's necessary to check for understanding from pupils to determine whether they understood what you meant.

Practice: After any exposition or question exchange with a particular pupil, ask a number of others to relay back what they have understood. Even if they are answering a question that someone else has already answered, it's valuable for others to be given a chance to offer their version, showing what they have understood and, in so doing, giving the teacher feedback about how successful the teaching has been. It's especially powerful to ask multiple pupils, often yielding various different responses which throw up subtle points for further teaching.

Probing:

Principle: In order to explore a pupils' schema in any depth, you need to ask them several questions; asking several pupils one question each provides shallow responses compared to when each pupil has to provide multiple responses.

Practice: Aim to try 3-5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.

Say it again, better:

Principle: It's normal for first responses to be half-formed as pupils think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to inhibit pupils when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.

Practice: When pupils offer a short, half-formed or partially incorrect answer, say, ‘thanks, that’s interesting....now say it again better. Try again but make sure you add in X and link it to idea Y’ giving them an immediate opportunity to give an improved response. Modelling this for pupils is vital.

Think, Pair, Share:

Principle: In pairs, all pupils have space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers, to rehearse. They are all involved and subsequent discussions then have lots of material to explore. It prevents ‘blood out of stone’ silences inhibiting discussion and it prevents ‘forest of hands’ or calling out cultures taking hold.

Practice: Give the class a specific time-cued task – e.g. to decide on four main points in order of importance, in three minutes – get them all talking in pairs, with a reminder at after half the time has elapsed to allow their partner to talk, and then, on time, bring them back together with a signal. Then engage in probing, cold call questioning asking them to report back what their three points were.

Whole-Class Response:

Principle: Sometimes it is useful or even essential to get a response from every single pupil at the same time. This provides quick feedback to you as the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as you respond to the feedback you gain.

Practice: Mini-whiteboards are quick and allow for responses to multiple-choice questions as well as practice sentences, calculations and diagrams. Set the question, give some response time and then, on cue3,2,1 *Show Me*.... pupils show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice. **It’s vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.**

Visits

Children in Year 5 visit France for 5 days. They engage in daily language-rich activities with purpose and benefit from learning more about French culture.

Preparation for the visit is made through revision in the 2 weeks before the visit. A textbook provided by the visit organizer before the visit, can help to inform planning and help children to see the types of activities they will have on the trip.

Specialist teachers benefit from attending the visit to see how pupils can use French outside of the classroom which helps to evaluate teaching and learning and develop practice and our organization of the curriculum.

Knowledge Organisers

French has a knowledge organiser for each half-term in every year group setting out the language that is the minimum that needs to be known, rehearsed and stored over time in the long-term memory, in order for pupils to become fluent in the material.

The knowledge organiser can be used as a learning aid and should be introduced to pupils at the start of the half-term. It can then be used as an aid for quizzing through the term at school and at home.

Time should be given in lessons to revise from knowledge organisers from past terms and years for the benefit of spaced repetition.

Inclusion

All pupils, regardless of race or gender, shall have the opportunity to develop languages capability. The school will promote equal opportunities and fairness of distribution of languages resources.

Pupils who can speak French fluently will be provided access to higher level French resources to use during the lesson.

Positive images of languages being spoken by people of different sexes will be promoted. The school recognises the motivational advantages of the use of languages by children with special educational needs. Where a pupil needs extra practice, pre-teaching of vocabulary can be arranged by the specialist teacher, class teacher and SENCO.

Impact - Assessment, Attainment and Progress

To assess impact of the French curriculum, we use termly assessments in combination with observations of pupil language use.

All French lessons include a clear Learning Objective taken from the Medium Term Plan on the T:Drive.

In French, assessment is completed at the end of each term, in the form of a 10-mark quiz. These provide information to inform a range of areas: accurate assessment of a child's attainment; future planning; the next teacher of progress made, and to be of use in preparing the annual report to parents. The data is recorded on tracker for each topic covered, using a scoring system of 1-10 (2=with adult support, 4=Working towards, 6=At expected, 8=Greater depth shown, 10=Gifted and Talented).

At the end of the year, pupils receive an End-of-Year Assessment Sheet. Pupils complete an end of year assessment and then assess then use the End-of-Year Assessment Sheet to reflect on their development in French by self-assessment. After this, the teacher can complete the Assessment Sheet using information from the child's end of year assessment.

In marking, feedback is to be given when possible and necessary. For more details on feedback, refer to Feedback and marking policy.

Reporting to be parents is completed in the Summer term by the specialist teacher through Pupil Reports to parents.

Presentation

Pupils have an exercise book for French. This book will be used when needed. Pupils should be taught to present their work using the following presentation guidance:

Churchfields Junior School Outstanding Presentation

Long date written at the top left hand side.
Days of the week do not have a capital letter in French.

LO is written in pen and underlined in pencil using a ruler.

One line is missed between L.O and work.

Leave 2 lines before a new piece of work.

Number your sentences in the margin.

Black pen must be used for your written work.

When pictures are used, they are glued in the book and not folded.

Tables and diagrams are drawn using a pencil and ruler.

vendredi douze Janvier 2018

L.O: To be able to recall 6 farm animals in French and to memorise their spelling.

Le mouton *Le cochon*

1. J'aime le mouton = I like the sheep.
2. Je n'aime pas le cochon = I don't like the pig.

Masculin	Féminin
le cochon	la vache

Review

This policy is monitored through:

- Scrutiny of children's work
- Monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every three years. Parents are most welcome to view copies of this document on the school's website and comments are invited from anyone involved in the life of the school.