



FOREST EDGE FEDERATION

Tutshill Church of England Primary School
'Love One Another, Know Ourselves, Believe and Grow'

Woolaston Primary School
'Together we grow, achieve and celebrate'

LANGUAGES (FRENCH) POLICY

Written: December 2025
Review: December 2027

Signed Headteacher.....

Signed Committee chair.....

Forest Edge Federation:



Tutshill C of E Primary School, Tutshill, Nr Chepstow, Gloucestershire, NP16 7BJ

and

Woolaston Primary School, Netherend, Nr Lydney, Gloucestershire, GL15 6PH



Introduction

At **Tutshill Church of England Primary School**, our Curriculum focuses on ensuring that all our children have the best chance to achieve our Christian Vision; Love One Another, Know Ourselves, Believe and Grow.

Our School Vision is rooted in 1John 4:7 *'let us love one another, for love comes from God'*.

Tutshill C of E Primary School is an inclusive school where all people are valued and nurtured to flourish and become the best version of themselves and responsible members of God's family.

At **Woolaston Primary School**, our Curriculum focuses on ensuring that all our children will be the best they can be through growing, achieving and celebrating together.

At Woolaston School, we nurture a culture of respect, where everyone is valued. We support and promote the wellbeing of our whole school family We develop and cherish creative, independent and resilient learners.

Curriculum Drivers

Throughout each subject that we teach, we want to ensure that children leave Forest Edge Federation ready for the next chapter of their life. Therefore, we want our children to:

- understand and use our school values
- be resilient and curious learners
- be globally aware
- be able to play a role in wider society.

Subject intent

All pupils in Key Stage Two have the right to learn an additional language and, at Forest Edge Federation, we teach French as our principal foreign language. French was chosen as it is one of the languages taught at our local Secondary Schools and there are ties in the town of Chepstow with a twin town in France – Cormeilles.

French lessons give children opportunities to express their ideas and thoughts in another language, both verbally and in writing, and to understand and respond to its speakers. They also provide opportunities to read age-appropriate literature and learn songs in the target language. Language learning helps develop a range of skills as well as the **learning behaviours** in each school in Forest Edge Federation. French lessons also help children to develop a better **awareness**, understanding and respect of different cultures in our local, national and **global** communities.

Our ultimate aim is to provide a firm foundation for further language-learning and to engender a love for language learning in the children that we teach. We aim to equip children with the skills that they need in order to become life-long language learners, both for the pleasure that can be derived from doing so, and for the practical purpose of studying or working in other countries or in other languages.

Through our teaching of French at Forest Edge Federation, we aim to:

- Ensure that each child in Key Stage Two has the opportunity to study French as a foreign language over four years, fostering their interest in the culture of France and the Francophone world.
- Teach vocabulary and linguistic structures informed by the National Curriculum and the skills expressed therein: Listening, Speaking, Reading, Writing and Grammar (as well as Cultural Understanding).
- Enable children to ask and answer a range of questions about themselves, which would allow them to confidently address a French speaker and exchange simple, individual information.
- Create opportunities for children to manipulate language for their own purposes, drawing on their knowledge of increasingly complex sentence structures.
- Teach children the basics of phonics in French to allow them to spell in a phonetically plausible way and read and speak with increased confidence and improved pronunciation.
- Enable children to draw comparisons between French and English vocabulary, using their knowledge of cognates and near-cognates to decode unfamiliar texts of increasing complexity.
- Encourage children to draw comparisons between French and English grammar, syntax and sentence structure, both as a tool for developing their understanding of the French language and their understanding of English.
- Give children opportunities to make, and learn from, mistakes in the target language, thereby building resilience.
- Develop children's understanding of French as a global language, and the reasons why it is spoken in countries other than France.
- Enable children to understand their place in the wider world and the concept of interdependence.

Legal Framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Languages programme of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Equalities Act 2010

Roles and Responsibilities

Governing Board

- Link Governor will meet with the subject leader to be able to understand the programme of study.

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy bi-annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.

- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of French in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SDP.
- Liaising with subject leaders from local Primary and Secondary Schools.

The classroom teacher is responsible for:

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Forest Edge Federation policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

The Curriculum

Early Years Foundation Stage

Languages (French) are not taught discretely in Early Years Foundation Stage (EYFS), but reception children take part in Languages events, such as the European Day of Languages, and join in with the French Focus when appropriate. This links with understanding the world: people, culture and communities. This also links with communication and language: listening, attention and understanding; speaking.

National Curriculum

Pupils in KS2 should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Subject Implementation

We use the Language Angels scheme of work at Forest Edge Federation to ensure progression in content and skills in one target language – French – across Key Stage Two. French lessons are taught weekly by class teachers or a PPA teacher with an A-Level in French.

Our Language Angels French curriculum maps have been developed specifically for us at Forest Edge Federation, and the organisation of themes and topics (in and across year groups) helps children to build on prior knowledge and previous learning, alongside the introduction of new skills and language content. Lessons are sequenced in such a way that opportunities for progression are built in, including in the understanding and application of phonics and grammar. The introduction and revision of key vocabulary and grammatical structures are included in each lesson and, throughout a unit of work, children have opportunities to listen to native speakers in French and to speak, read and write in French themselves.

The Language Angels scheme and our curriculum maps also provide opportunities for children to develop intercultural understanding, develop knowledge about language and build up a bank of language learning strategies. Teachers make links with **meta-cognition** (an awareness of an individual's own thought processes and an ability to reflect on the way we think and learn) and French lessons often follow the **ABCDE model**, in line with other curriculum subjects at Forest Edge Federation. This means that, in lessons, children are supported to 'Activate' their prior learning, 'Build' on what they know, receive 'Coaching' to help them improve, 'Do' something to 'Demonstrate' their learning and 'Evaluate' their learning.

French lessons at Forest Edge Federation are as interactive and engaging as possible, through the inclusion of actions for key sounds/words/phrases, physical movement, stories, songs and games. Children work on their language learning as a whole class, in small groups as well as on their own or with a partner. French lessons sometimes include the use of iPads – for children to record their spoken or written work as well as to access a range of online/digital resources and activities. Outdoor learning in French takes place wherever possible. Children at Forest Edge Federation are encouraged to develop and demonstrate their **key learning behaviours** in all

subjects, including French, and to embody our school vision and **values** in their approach to learning.

In addition to discrete French lessons, the use of incidental French both in the classroom and around the school is encouraged. Multi-lingual signs are on display around the schools and children are encouraged to use French greetings and other commonly used phrases, such as 'merci' and 'excusez-moi' while moving around the school environment. Teachers are encouraged to build French into their daily praise and routine in the classroom.

Themed days, such as the 'European Day of Languages', offer children opportunities to focus on particular aspects of the language or culture in France, Francophone countries or on other countries and languages around the world. Cross-curricular links with other subjects are made where possible.

At Forest Edge Federation, we have a 'French Focus' of the half term, which is a key word, phrase or question & answer in French. Children in Key Stage 2 use the French Focus as part of the register or at other appropriate times of the day. The French Focus is led by children: Year 6 Language Leaders help the subject leader to introduce and model key language in French to younger children around the school buildings.

Children share their learning in class as well as the French Focus of the half term with parents and carers through SeeSaw. Parents and carers are encouraged to share their own language expertise in our annual European Day of Languages.

Towards the end of Year 6, children have the opportunity to learn some Spanish in lessons using the Language Angels scheme of work. This is to help them to find similarities and differences between two foreign languages and to apply their skills and language learning strategies in a wider context. Spanish lessons are also helpful for children who may learn Spanish as their principal foreign language at Secondary School.

Assessment and reporting

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.

- Assessment in Languages (French) is based upon knowledge and understanding, rather than achievement in English or maths.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- In terms of summative assessment, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports can be provided at parental consultations during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

Assessment takes place through the following ways:

- End of unit assessment completed by the children based on the unit covered.
- Self-assessment by the children using PAG ratings using the unit learning outcomes for each unit.
- Summative end of unit assessment will be undertaken by teachers half termly based on the Knowledge Organisers for each unit.

- Pupils understanding will be assessed lesson by lesson through focused questioning and AFL strategies.
- Progress will be reported to parents annually.

Health and Safety

All staff will act in accordance with the Forest Edge Federation Health and Safety policy. Staff immediately will report any concerns to the Office Manager and Executive Headteacher, Deputy Headteacher in Heads absence. Risk assessments will be completed as needed.

Equality statement

- All pupils will have access to the Languages (French) curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability, cultural circumstances and/or any other factors, will not impede pupils from accessing all French lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- We aim to provide more academically able pupils with the opportunity to extend their learning through extension activities such as dictionary work, the use of more advanced grammar and vocabulary and opportunities to apply their language learning creatively.

Subject Impact

Learning is recorded both on iPads and in French books. The use of iPads allows oral work to be recorded and assessed more effectively.

The impact of the French scheme of work is monitored through both formative and summative assessment opportunities. Formative assessment is used during French lessons by teachers, allowing them to adjust pace and coverage as appropriate, as well as allowing them to provide challenges or scaffolding and support where needed. Teachers use questioning built into lessons to assess children's understanding and make notes as needed to reflect their findings and to jot down any ideas for support or challenge needed in subsequent lessons.

Children are encouraged to self-assess their understanding in lessons and then to select a level of challenge in their written & spoken work that they feel would work best for them.

Summative assessment takes place at the end of each half term through the use of the foundation subject assessments for French, with teachers identifying those children working below, at and beyond expectations. These assessments are based on the Knowledge Organisers for each unit from the Language Angels scheme. The subject leader for French analyses obtained data on a termly basis to inform and address any trends or gaps in attainment.

Pupil voice discussions take place annually and allow the Subject Leader for French (and other staff) to gain a better understanding of the impact of French teaching and learning, as well as incidental French and events days, on the children's enjoyment and engagement with the subject.

Displays in classrooms reflect the French Focus at the time and both teachers and children will be heard using incidental French in the classrooms and in the wider school environment. Other topic based French displays can be seen in the school.

Parents are aware of events days, their children's learning and the French Focus through newsletters, SeeSaw and eSchools. Appropriate home learning tasks, particularly those online, are set and completed.