



## French Policy

### Rationale

*Language is at the heart of all the learning a pupil does. It is how they receive knowledge, express themselves and communicate, from the very earliest stages. The learning of a language should enhance their abilities to communicate and help to develop personal skills.*

Learning a language helps the development of an understanding of the many purposes for which language is used. It promotes an awareness of the diversity of forms language can take. Children already have a broad understanding of the purpose, nature, and functions of language by the time they begin learning a foreign language. Learning a foreign language will enhance this knowledge base.

### Aims

- To develop the ability to communicate using the French Language
- To develop confidence in listening, speaking, reading and writing in French
- To learn about some of the cultural aspects of France
- To develop the ability to contribute more effectively to modern society in line with A Curriculum for Excellence

### Weekly Time Allocation

50 minutes per week (which may be broken down into smaller time blocks in P 1 and P2). All classes are taught French. Trained teachers are encouraged to use French informally, throughout the day, when appropriate (greetings, register etc).

### Staffing

All teachers of French have received training that enables them to use the methodology required to deliver the authority's Primary French Programme. Depending on their training, teachers can teach French in P1, P1-3, P4-7 or P1-7. A Foreign Language assistant is timetabled to visit the school. This allows both members of staff and children to listen to and share experiences with a native French speaker. She works with classes and small groups of pupils. She also takes a School Club for pupils. This allows the sharing of language and culture with up to 12 pupils.

Trained teachers teach French to their own classes but may teach other classes.

## Overview

- Primary 1 La Jolie Ronde Programme 1A Speaking and Listening only
- Primary 2 La Jolie Ronde Programme 1A Speaking and Listening only  
Salut Céline et Antoine
- Primary 3 Salut Céline et Antoine Speaking, Listening, Reading and Writing
- Primary 4-6 Programmes of work on Intranet
- Primary 7 Métro Textbook and pupil workbook (ERC topic packs if required)

All topics have been agreed with Mearns Castle High School Cluster Group and are reviewed annually.

## Resources

### On line

- French 'Curriculum for Excellence' Draft Outcomes and Experiences
- 5:14 Guidelines
- 5:14 French Programme of Study P1-6 and Teaching Resources
- Appropriate French Websites & Curriculinks
- Nursery/Secondary Liaison sheets

La Jolie Ronde Programme 1A: Teacher's Book, CD, flashcards and pupil workbooks

Salut Céline et Antoine: Teacher's Book, CD, flashcards and pupil workbooks

ERC programmes Part 1 and 2

Métro 1 Teacher's Book, flash cards and CD, pupil Textbook and pupil Workbook

Cluster Level C&D Assessment Book (reading, writing, talking and listening)

National Grid for Learning discs, Chante Plus Fort and Joyeux Noel.

## Planning

Work is planned and highlighted in Forward Planning Sheets. It is ticked, dated and traffic lighted on completion. A red or amber traffic light necessitates written comment. Active methodology is encouraged. There is a progressive development of knowledge and skills and previous knowledge is taken into account.

## **Methodology**

Whole class teaching is used, although pupils also work individually, in duos, trios or in small groups (to cater for different Learning Styles). Learning Intentions and Success Criteria are shared with the children. Lessons may include games, songs, oral work, role-play and active participation as well as listening and talking. Reading and written tasks are included with increasing frequency as the children advance through the programmes from P3-7. A Plenary session is a feature of each lesson. Teachers are striving towards fulfilling the four capacities of 'A Curriculum for Excellence'.

## **Equality**

All teaching and learning of French will ensure that every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability. Religious beliefs of pupils and their families will be respected at all times.

## **Assessment**

P1 Teachers receive Nursery Transfer of Information sheet (if available).

In P1-3, assessment is informal. Evidence being gathered through talking and listening. Teachers may tape/video/photograph pupils during activities (Teachers should check 'Care and Welfare Sheet' regarding permission).

Assessment of P4-6 is by the use of assessment materials in packs (talking, listening, reading and writing). Formative and Summative assessment is encouraged.

In P7, Métro and East Renfrewshire's Assessment Packs (summative) for levels C, and D are used.

Self assessment and peer assessment are encouraged.

Mearns Castle High School (or other Secondary School) receives:

- assessment information on all pupils in June
- Métro Workbooks for further use in S1

## **Monitoring**

French co-ordinator and Stage mentor is responsible for monitoring the planning, teaching and assessment of French. Teachers receive feedback verbally and through 'Forward Planning Feedback'. Peer observation is encouraged.

Parents may receive information on their child's achievements throughout the year by a variety of means, for example, Open days, Childrens' Targets, Parents' meetings, workshops and Together Time Assemblies.