



DAUBENEVILLE MIDDLE SCHOOL

**FRENCH
POLICY**

Rationale

The basic target of French learning is to enable pupils to understand, respond and communicate in the language when visiting French-speaking countries or meeting French-speaking individuals.

Moreover, it aims to develop pupils' knowledge of different customs and ways of life – thus broadening their cultural awareness and encouraging a positive attitude towards French speakers throughout the world.

Aims

The aims of the French Department are:

- To provide access to as many areas of experience of the National Curriculum as possible;
- To provide an enjoyable and stimulating language-learning experience for all pupils;
- To develop pupils' cultural awareness;
- To ensure that pupils acquire vocabulary and skills so that they will consider French not only as an object of study but also as an effective medium for conducting the normal business of the classroom;
- To develop the pupils' ability to work with others;
- To promote pupils' learning skills and develop their communication skills;
- To develop their understanding of themselves within their own race and culture and to encourage an appreciation of wider cultural differences;
- On a more general level, to help them become more aware of the language-learning process – which would make the potential study of other languages easier, including English.

These aims will be facilitated by:

- Using available resources to the full;
- Providing a variety of activities during lessons (e.g. reading, writing, speaking, listening, singing, role-play, group games, video programmes, ICT);
- By providing differentiated tasks;
- By displaying authentic French materials and children's work;
- By comparing the culture of French-speaking countries with their own;
- By the assessment and monitoring of the children's work to ensure continuity and progress;
- By the teachers' maximum use of the target language;

- By effective classroom management using a variety of teaching skills (e.g. pair work, group work);
- By setting Years 7 and 8 whenever possible (e.g when the time-table and staffing allow it).

Guidelines for Implementation

Curriculum organisation

This year, all pupils in Years 5, 6, 7 and 8 are taught in mixed ability Form groups. Year 5 and 6 pupils receive one lesson (one hour) a week whilst Year 7 and Year 8 pupils have 2 x one hour lessons weekly.

In year 5 the emphasis is on oral / aural skills with a gradual introduction of writing.

This year, the pupil-intake is varied; some new Year 5 pupils have studied French for two years but the pupils of one of our main feeder-schools have hardly any experience of it, having studied Italian instead. It is expected that these pupils will arrive at Daubeney already equipped with some precious language-learning skills, having previously learnt a Foreign Language.

It is important to start from scratch in Term 1 to enable these children to catch up with the others and, thereby, to also provide revision and extension tasks for those who have studied French before. It is hoped that, by the end of January, all the Year 5 pupils will have sufficient French background to be able to work at a quicker pace.

By Years 6 and 7, reading and writing skills take on greater importance and in Year 8, weighting is given to the four language skills.

Resources

We use mostly the course-books 'Equipe' 1 & 2 across the curriculum. Both books provide revision and progression and follow the QCA schemes of work.

Additional resources (apart from Equipe 1 & 2) are available and sometimes used (Route Nationale 1 & 2, Tricolore 1 & 2, Whiteboard resources such as Espresso Primary, Early Start, Boardworks, Zut!, Quia).

Extra Resources (videos, stile trays, lotto games, computer activities, song CDs and tapes, "Bibliobus" French reading scheme) are also available if needed.

Modular Plans / Schemes of Work

The department follows the schemes of work provided with Equipe 1 & 2. It also tries to ensure as much as possible that the spirit and substance of the MFL Framework are observed thanks to the support material provided with Equipe 1.

Differentiation

The course-books Equipe 1 and 2, provide differentiated tasks appropriate to the different levels of ability. More able pupils will be expected to retain more vocabulary and to grasp grammatical tasks more quickly. Reinforcement tasks are provided for the less able as well as extension tasks for the more advanced pupils. Some differentiated work sheets are given to less able pupils whenever possible.

Some easier differentiated workbooks have been purchased to help those who have strong difficulties with French-learning.

Some further extension can be provided by Equipe workbooks.

Gifted & Talented Pupils

The French staff looks for specific criteria for some pupils to qualify as “gifted and talented”. Those criteria are:

- Performance in class (accent, intonation, easy delivery of language, correct ICT work, natural flair, good results in the four skills, rapid comprehension of newly-taught points);
- Motivation (such as diligence in class and homework, initiative and independence, curiosity for the language itself and customs of French-speaking countries).

The French teaching staff expect gifted and talented pupils to show consistent commitment to their work and good even performance.

The department’s policy is to help those pupils further their learning by providing extra activities that will enhance their independence and uphold their curiosity and motivation.

Assessment

Assessment of pupil progress is both formative and summative. The summative tests are provided by Equipe 1 and 2 end-of-unit tests. Formative assessment is provided by Equipe 1 & 2 activities and by the various

resources mentioned under the 'Resources' section.

The pupils are also given opportunities for self-assessment and peer assessment.

The French teaching staff in departmental meetings usually decides the sections on which the pupils are assessed.

Recording

The pupils are assessed summatively or/and formatively and their marks and levels are kept on the teachers' marksheets.

The levels are entered into the computer files termly so that they can be analysed and progress monitored.

The pupils are given their levels regularly and are asked to set themselves targets to improve their progress.

The French teaching staff are planning to work further on level descriptors in 2009/10.

The levels achieved are highlighted (for each task) on the mark sheets themselves, using colour-coding. The pupils need to achieve the level at least twice to actually obtain that level officially.

The levels achieved by each form are passed onto the next French teacher at the end of the school year.

Details of the levels achieved by the pupils are transferred to Upper Schools at the end of Year 8.

Reporting To Parents

Parents can obtain a clear indication of their children's efforts and achievements in this subject when they attend the regularly held Consultation Evenings.

In line with school policy, each pupil is given a written summative end-of-year report. Again, the parents have the opportunity to discuss the overall progress of their children at the end of the summer term.

Target Setting

The target of the French staff is to try and enable as many pupils to reach levels 4 & 5 as possible, by the end of year 8 (new National Curriculum levels). This means that the pupils need to be introduced to some form of 'immediate future' or past tenses before they go to Upper School.

Target setting by the pupils:

The pupils are provided with a user- friendly sheet (on the four attainment target levels) which shows them what they need to do to achieve a certain level. This helps them to set themselves targets for improvement and for their future learning. The French staff is planning to meet and fine-tune further the level descriptors this school year.

Homework

Year 7 and 8 pupils are given homework on a weekly basis. French homework is a follow-up to work initiated in class and consists of written tasks, revision of vocabulary or occasionally, research for projects. The children are encouraged to use computers for homework if possible.

Each piece of written work should be neat and in blue ink. It should be dated and titled in French and should be laid out carefully.

The teacher's general comments are usually written in French, however any longer encouragement or piece of advice on how to improve is usually in English so as to avoid any misunderstanding by the pupils and to ensure their immediate response.

Staffing/Meeting

French is taught throughout the school by specialists (very occasionally by non-specialists). All members of the department are encouraged to arrange attractive classroom displays and to converse in French with pupils as much as possible (Maximum support is given to non-specialist staff informally, or in Department meetings). Resources are made available to staff to assist them with their teaching.

Liaison

Daubeney School is part of the KET. The French Department has a strong relationship with our main receiver school Hastingsbury, meeting at KET meetings and being in regular contact.

Every year, at the end of term 3, some of their MFL teachers visit the School to give Year 8 pupils Taster lessons in German and Spanish.

In 2009/10, two of their French teachers are visiting weekly to work with small groups of our gifted and talented pupils or less able pupils.

Meetings are held regularly between feeder and receiver schools. Minutes of these meetings can be found in the Departmental Handbook.