

FRENCH

Subject Leader – Luke Anderson

INTENT

At Britannia Bridge, through our **interactive French lessons**, we strive to give each and every one of our children a **high-quality Modern Foreign Languages** education, by equipping them with the **essential, transferrable knowledge and skills** and **cultural capital** they need for KS3, regardless of their **wide range of starting points** and any **barriers to learning**.

As our local community is predominantly a **White-British Mono-culture** (and only a small percentage of our children come from ethnic minority backgrounds), our MFL lessons **foster our children's curiosity** and give all of them a **broader understanding of the world outside our community, different people, culture and traditions**.

Through our French KAPOW-based Curriculum, we aim to ensure that we **increase our children's ability to speak and write, in French, for practical purposes, increase their cultural awareness** and that we set them up, successfully, **for language learning beyond KS2**. We want each and every one of our pupils to become **confident, global citizens, equipped to study and work in other countries**.

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Our **HEART Core Values** underpin our children's learning in French (Happiness, Encouragement, Aspiration, Respect, Teamwork):

Happiness: our children **thoroughly enjoy** their interactive French sessions and they are happy, **when they celebrate their new language learning**.

Encouragement: our children use their **Growth Mindset**, within each French session, as they persevere and **practise** speaking and writing to master their new language, which requires a lot of **repetition** to embed what they **don't know automatically YET**.

Aspiration: we aim for each and every one of our children to leave us with

the positive attitude that they have the capability to **study and work, successfully, in any other country, should they choose to.**

Respect: we aim for each and every one of our children to leave us with great **respect for other languages, people and cultures and** the understanding that **a command of languages benefits themselves and other people they will meet in the adult world.**

Teamwork: we aim for our children to leave us knowing how **powerful it can be to speak different languages** in order to **collaborate in the local, national and global world of work.**

IMPLEMENTATION

Our teachers plan French learning using our KAPOW Progression Documents, based on the National Curriculum and Early Years Framework.

The KAPOW programme has been specifically chosen to ensure progression and to up-skill our non-specialist French teachers, through the use of the integrated CPD materials, which accompany each French unit.

We network with other schools to 'magpie' and share excellent French practice and our Languages Lead disseminates training to our Non-specialist teachers.

Our French Leader monitors and evaluates our French curriculum to make sure that it is the best it can be for our children. He/she is supported by our Curriculum Leader and our Governing Board review our French curriculum, termly, to ensure standards are continually high/improving. This is done through Subject Leader Presentations to Governors and Progress Reports/Impact Statements.

Our French curriculum has clear end points identified plus previous and future learning.

Our French curriculum is based on a cyclical approach and involves regular Retrieval Activities to ensure 'sticky learning' of essential knowledge and skills.

Our French curriculum is enriched by a range of inspiring visits/visitors. Please see our website for specific examples.

Our French curriculum is adapted to the individual needs of all our children, based on their wide range of starting points, preferred learning styles, next learning steps and range of experiences.

Our French Assessment is robust and informs planning and pupil progress tracking. We use a range of assessment methods to ensure that our children know more and can do more in French.

IMPACT

Our children leave us, for KS3 and beyond, with a **love and curiosity for other languages** and a better **understanding of the world outside our immediate locality**. They are age-appropriately **skilled in speaking and writing** in French and ready to apply these skills to their language learning, at High School. Each and every one of our children leave us confident that they are **capable of studying and** working in other countries, should that be their aspiration.