

Askwith Primary School

Modern foreign languages rationale:

'Learning a language is 'a liberation from insularity and provides an opening to other cultures'. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life.' (Ofsted 2021)

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In French, we recognise the 'must haves' as the alteration to long-term memory that allows children to retrieve substantive and disciplinary knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in French of the essential knowledge, the explicit teaching of vocabulary, grammar and phonic knowledge which go hand in hand.

The fundamental role of French at Askwith Primary School lies in enabling pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes. It should foster pupils' curiosity and deepen their understanding of the world. (National Curriculum 2013). At Askwith Primary School, we believe that all children's education begins in Early Years. Our progression document shows the sequential steps of essential knowledge acquired from Reception to Year 6.

It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following question:

1. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?

In French, we have long-term plans for 2021-2022 that address these areas of learning loss through a daily diet of deliberate practice of knowledge which was not acquired. Our aim is to use prior knowledge assessments to assess knowledge lost during closure throughout the first term. We aim to address any forgotten knowledge and misconceptions before moving on to the teaching and learning of new knowledge.

Intent	Implementation	Impact: to be reviewed at the end of the year
<p>All knowledge is embedded from 2020-2021</p> <p>The planning, teaching and assessment of the French curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</p>	<ul style="list-style-type: none"> • Deliberate practice of knowledge which should have been acquired through daily diet • Knowledge checks to identify gaps/misconceptions • Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking • Working memory capacity and the alteration of long - term memory is considered when planning and teaching (planned thinking time, checks) • Connected knowledge, particularly knowledge of vocabulary, phonics and grammar are built upon to deepen understanding • Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge • Pupils have opportunities to deliberately practise newly acquired knowledge • Pupils articulate how they know more, remember more and therefore do more 	
<p>French is taught throughout the school through deliberate practice in a supportive environment which enables children to improve their fluency leading to mastery and an alteration to their long-term memory.</p>	<ul style="list-style-type: none"> • Instil a growth mind-set ethos by talking about successes and failures in terms of effort not ability • Pupils to practise using French daily to build fluency and automaticity which will build confidence 	

<p>The curriculum is balanced and sequenced appropriately in order to develop the attributes and qualities needed to understand and participate confidently in French and reach end of key stage expectations.</p> <p>In the early years, children predominantly learn French through speaking and listening. As children progress through KS2, they learn French through listening, speaking, reading and writing</p> <p>Children leave Y6 with fluency and automaticity which gives them the confidence for language learning at KS3.</p>	<ul style="list-style-type: none"> • Clear progression in phonics: <ul style="list-style-type: none"> ➤ when to teach differences between English sound-spelling correspondences and those in French ➤ planned practice and review of phonemes and how these link to graphemes ➤ how small differences in sound can unlock meaning for pupils • High frequency/topic based vocabulary deliberately practised • Strong verb lexicon being built systematically • All teachers involved in planning to ensure smooth transition between Key stages • Strong communication with secondary schools including cross phase planning 	
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Substantive knowledge in French is based on the acquisition of the knowledge of how to listen, speak, read and write in the language.

Why this? Why now?

The rolling programme of units of knowledge allows for mixed year classes to acquire essential knowledge over two years (year A and year B).

The units of knowledge are deliberately chosen to enable pupils to build language knowledge which is relevant to them and which they could practise in real-life situations if visiting France.

Creativity

Children develop creativity in French through connecting prior knowledge to new knowledge and adapting this to create new sentences.

British Values

British values are interwoven through all aspects of French teaching.

Assessment in modern foreign languages

Children are assessed prior to a unit of French beginning and the lessons are planned based on the outcomes of these checks. This also gives children the opportunity to demonstrate any connected knowledge held in their long-term memory. Children continue to recall their knowledge daily, in short bursts, to ensure an alteration to long-term memory. They will also be assessed at set intervals after the end of a unit, to recall this knowledge and to ensure that the knowledge has been fully embedded in their long-term memory.

In the academic year 2021-2022, the previous year's learning will be deliberately practised daily. End of topic assessment takes place approximately two weeks after the end of the topic. Two further knowledge checks take place approximately six weeks and then twelve weeks later in order to ensure that the knowledge is embedded in the children's long-term memory. Work from each year group will be moderated by staff to ensure that there is a progression in knowledge and that children are meeting their appropriate end goal.

Reviewed September 2021