

Statement of Intent

At Glebe Primary School and Nursery, we use the Language Angels Scheme of Work to deliver an ambitious French curriculum that inspires and excites our pupils (from the Early Years Foundation Stage through to Key Stage 2). A range of topics are studied throughout their primary journey, some of which have been selected in conjunction with subject specialists within The Rayleigh Schools Trust to ensure consistency from Key Stage 2 to Key Stage 3. Our aim is for pupils to deepen their understanding of both the French language, and French culture, and be able to recognise how this compares to their own language and culture. During lessons, pupils are encouraged to step outside their comfort zone and challenge themselves when developing their reading, writing, speaking and listening skills. As a result, a respectful learning environment is essential, whereby pupils encourage each other and are not scared to make mistakes – instead recognising this as part of the process of learning.

**NORMS (Culture)**

**HIGH QUALITY OUTCOMES FOR ALL (from Day 1)/ - SUBJECTS ARE A CULTURE**

* French is the chosen language across Rayleigh Schools Trust, facilitating a seamless transition.
* Inclusivity: Learners understand the culture within France and recognise that there are differences in comparison to England.
* Respect: Learners demonstrate respect towards the French culture and also towards one another (kindness and encouragement).
* Learners feel confident and are willing to participate within lessons and challenge themselves, without fear of making mistakes.



**What have we found out?**

**LEADERSHIP**

* Amongst staff and learners, the MFL lead will encourage risk-taking, promote confidence and inspire.
* Regular communication will occur between the MFL lead and teaching staff, to ensure that staff feel well supported and are clear on the expectations of the curriculum.
* A robust assessment framework is developed, to assess learners’ retention of the knowledge covered within the curriculum and identify any gaps.

**RESILIENCE**

Learners:

* Are confident in their ability and persevere in the face of adversity.
* Step outside their comfort zone, are willing to embrace challenge and learn from their mistakes.
* Take an active role within lessons, without fear of peer feedback.
* Accept constructive feedback and use this as motivation to achieve.

**EXCELLENCE**

* The curriculum was designed in conjunction with subject specialists within Rayleigh Schools Trust, to ensure consistency from KS2 to KS3.
* Learners demonstrate respect towards the French culture and towards one another.
* Learners have the opportunity to explore and celebrate the French language and French culture.
* The assessment framework assesses the knowledge covered within each unit so that gaps can be identified and addressed accordingly.
* Content is revisited throughout the curriculum to maximise the opportunities for learners to commit knowledge to their long-term memory.
* Learners are always willing to embrace challenge.

**AMBITION**

* Limits are not applied to learners by either themselves or staff. Instead, learners have a desire to challenge themselves and acknowledge that hard work is one of the steps to success.

Learners:

* Encourage one another and congratulate their successes.
* Recognise their own strengths and areas of improvements and use these as motivation to achieve.
* Have an understanding of the future opportunities that studying MFL can facilitate.