

THE FEDERATION OF GUARDIAN ANGELS' AND OUR LADY OF LOURDES RCPS LANGUAGES POLICY

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Last reviewed: February 2026	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever-changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of The Federation of Guardian Angels' and Our Lady of Lourdes RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

Within the Federation of Guardian Angels' and Our Lady of Lourdes RCPS, we believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our high-quality languages education will foster children's curiosity and deepen their understanding of the world. Our teaching will enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Our language teaching will provide the foundation for learning further languages, equipping children to study and work in other countries.

Aims and outcomes

By the end of Year 6, children should be able to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- appreciate a range of writing in the language studied.

Teaching and learning of Languages

Key Stage Two – Our teaching of a modern foreign language focuses on enabling children to make substantial progress in one language: French. A subject specialist is employed by the Federation and a focus French lesson is taught for an hour within a two-week timetable throughout the academic year. Our teaching provides an appropriate balance of spoken and written language with a focus on practical communication. Our lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years. Children develop their ability to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. Links are also made throughout the year, during the teaching of other subjects across both the curriculum and enrichment activities.

Our lessons are creative, ambitious, and engaging, as this approach fosters a positive attitude in the children towards the learning of foreign languages. We use a multi-sensory and kinesthetic approach to teaching, using a variety of techniques to encourage the children to have an active engagement in the foreign language. These include the use of rhymes, songs, poems and stories along with drama, games and online learning platforms.

Photographs and videos of group tasks and individual work can be found via the School Website and on X (formally Twitter). European Day of Languages is celebrated along with other relevant linguistic and cultural themed events to enable children to further immerse themselves in the subject and gain a deeper understanding of what they are learning.

Languages Curriculum overview

	Learning Journey 1		Learning Journey 2		Learning Journey 3	
Year 3	Salutations Greetings	Les bases The basics	Dans mon sac In my bag	Quelle famille ! What a family!	À l'animalerie At the pet shop	Drapeaux du monde Flags of the world
Year 4	On fait la fête ! Celebrations!	Au carnaval des animaux Animal Masquerade	Bon appétit, bonne santé ! Healthy eating	L'heure du gouter Snack time	Bienvenue chez nous ! Welcome to our World!	Le monde francophone The French-speaking world
Year 5	Découvre Paris ! Discover Paris!	Frères Montgolfier Bon voyage ! Montgolfier brothers Have a good trip!	Tout sur moi ! All about me!	Portraits Portraits	Nous sommes musiciens We are musicians	Vive le sport Our sporting lives
Year 6	Quel temps fait-il ? What's the weather like?	On s'habille ! Let's get dressed!	Coco Chanel Vive la mode ! Coco Chanel Fashion	Un voyage dans l'espace A journey through space	Découvre le Louvre ! Discover the Louvre!	Quoi de neuf ? What's in the news? and/or Transition: Beginner Spanish ¿Hola! ¿Qué tal? Hello! How are you?

Cross-curricular links

Languages (French) share links with the following subjects:

- English/Literacy: development of speaking and listening skills; knowledge and understanding of grammar and sentence construction e.g. word order; comparison of the foreign language and English or another language e.g. origin of words and 'imports' into English; intonation and pronunciation, the alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures, word classes, dialogues, poetry, different text types, formation of complex sentences, storytelling and drama.

- Mathematics: numbers and counting, calculations, time, journeys, distance and speed, the date, money and currency, prices and costs, the decimal system, surveys, data collection and analysis.
- Science: healthy diet, body parts, plants, animals, planets, life cycles, awareness of impact of inspirational French-speaking scientists.
- RE: awareness of religious customs in Francophone cultures, celebration of festivals, storytelling, calendars, food, customs.
- Computing: use of the internet for research, sharing and exchanging of cross cultural and multilingual materials and information, email/video conferencing opportunities with school abroad, use of online language learning platforms, presentation of data, word-processing.
- History: understanding historical events relevant to Francophone countries, eg Lascaux cave paintings, Normandy landings etc..., family trees of famous Francophone people, significant dates.
- Geography: use of maps to locate Francophone countries, work related to Francophone countries, villages, towns and cities, points of the compass, weather, climate.
- Music: rhyme, rhythm, listening with attention to detail and singing songs in unison, composition, lyrics, developing an awareness and appreciation of music, instruments, composers from Francophone countries. Comparing English songs with those of other Francophone cultures e.g. Sur le Pont d'Avignon/London Bridge is falling down.
- PE: using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from Francophone countries, awareness of sporting activities and events in Francophone countries e.g. Tour de France, Boules etc...
- Art: colours, develop a knowledge and appreciation of Francophone artists e.g. Matisse, Monet etc... description of paintings.
- PSHE: awareness of children's own cultures, knowledge of French-speaking countries, cultures and social conventions, sensitivity to and respecting difference, consideration of 'otherness', the multilingual society, developing good relationships
- Spiritual, moral, social and cultural (SMSC): encourage empathy towards other cultures and religions, and reflection on moral issues

Assessment

At Guardian Angels' and Our Lady of Lourdes, assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative Languages assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative Languages assessment is completed termly, based on the linguistic knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)

- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In French, pupils will record their learning in the following ways:

- Books and/or folders

Roles and responsibilities

Executive Headteacher

The Executive Headteacher (with the support from the Head of School) will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning, delivery and assessment of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader/specialist teacher

The subject leader/specialist teacher will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught
- Teach and assess the subject according to the principles laid out in this policy
- Report to SLT
- Maintain subject knowledge and attend appropriate CPD

Inclusion

Teachers set high expectations for all children in French. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study French, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in French where applicable.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.