

Whole School Curriculum Vision

Our rigorous, ambitious and relevant curriculum is designed to serve each child within our richly-diverse community, ensure the 'highest standards of learning for all' and prepare all children for a joyful life in the modern world.

Our commitment to the Christian faith and our six core values underpin our curriculum:

Friendship
Hope
Thankfulness
Forgiveness
Compassion
Endurance

Aspiration, Diversity and Inclusivity

Our values act as drivers for a curriculum which responds to, and embraces, an evolving community. Cranleigh welcomes more than 20 ethnicities, including a significant population of children from the Gypsy/Roma and Travellers of Irish Heritage communities, a greater than average number of children accessing the pupil premium grant, and a higher than average number of children with SEND.

The support we offer our community aims to overcome some low literacy skills, increase understanding in the power of education and ensure all minorities are celebrated. We adapt our provision accordingly, ensure we provide our children with the demanding work they both deserve and seek, and ensure all children are provided with enrichment opportunities to enable them to learn about the world around them.

Communication

We pride ourselves on our commitment to nurture and communicate effectively, and hold exceptionally high expectations of ourselves, each other and our community. Our children are empowered to use their literacy, oracy, and digital communication skills, with scaffolding and support, to purposefully share and articulate their learning with others.

Evaluation

Our reflection procedures which include subject leadership time, responsive professional learning, both summative and formal assessments, and half-termly pupil progress meetings enable us to refine our curriculum offer.

Purpose of Study

National Curriculum

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable 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, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Development Matters

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say

with new vocabulary added, practitioners will build children's language effectively.

The Importance of Foreign Languages

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." (Nelson Mandela)

"Learning another language is not only learning different words for the same things, but learning another way to think about things." (Flora Lewis)

According to the 2022 report of the Organisation Internationale de la Francophonie (OIF), 450 million people worldwide speak French. We believe that, ultimately, learning a foreign language unites humankind. It celebrates diversity whilst bringing people together. Learning a language also supports the development of social skills, overall communication skills (Chen; 2013), improves memory (Schroeder & Marian; 2012), develops self-confidence and improves overall performance and creativity (The British Academy; 2019).

The Concepts

At Cranleigh C of E Primary School, we use The NCELP approach to teach French. This approach is research- and practice-informed and helps pupils establish, early in their course, a robust knowledge of basic vocabulary, grammar and the sound and spelling systems (phonics). The pedagogy then reinforces this knowledge via planned practice in meaningful activities.

Aspiration, Diversity and Inclusivity

We recognise that learning new languages can be possible and hugely beneficial for all children, including those who learn differently (Howard; 2023). As such, all children at Cranleigh C of E Primary School will be able to access the French curriculum through appropriate scaffolding. We aim to normalise multilingualism and always celebrate our community differences. This in turn instills a sense of importance of learning French.

Communication

We aim for all children to leave Cranleigh C of E Primary School able to actively, and confidently, participate in basic conversations in French on a range of topics including their likes/dislikes, their families, where they live and how they feel. They will be given regular opportunities to speak, read and write from a variety of sources, and with their peers and teacher for support.

Evaluation

When our children leave Cranleigh C of E Primary School, they will have the language skills needed to understand and respond to spoken and written language from a variety of authentic sources. They will be able to speak with increasing confidence, fluency and spontaneity and will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. They will leave our school having developed an appreciation of French and a greater understanding of the positives of diversity in our modern world.