



## Subject Action Plan - French

Objectives	Actions and Personnel	Resources/ Responsibility (Who)	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation
<p><b>Monitoring</b></p> <p>Monitoring of teaching and learning in French throughout the year.</p> <p>1 deep dive Check in on Seesaw work and evidence in pink books Lesson drop-ins IRIS</p>	<p>Shallow Dive- Autumn 2. JS to look at work in all year groups so far. Look at work in Seesaw folders, talk to children and drop in on one lesson per year group. Talk to teachers about how they feel about teaching French and whether the scheme meets the needs of the children.</p> <p>Deep Dive- Spring 2. SLT/JS Purpose of this is to look to see if year groups have covered everything and whether children are retaining knowledge. Pupil interviews. Look at must knows and see if any need tweaking for next academic year.</p>	JS responsible for monitoring	<p>JS to check in with year groups on how teaching French has gone.</p> <p>Shallow dive KF and JS</p>	<p>Implement any changes necessary from Autumn term monitoring.</p> <p>JS to check in with year groups on how teaching French has gone.</p> <p>Deep dive – SLT/JS</p>	The aim is for each class to complete all Y3 units of work. Children should be able to talk about their learning in class and articulate the Y3 must knows.	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p><b>Coverage and Progression</b></p> <p>French Eurostars scheme of work for Y3 to be followed by the whole of KS2.</p>	<p>Weekly French lessons in place for every class.</p> <p>All classes teach from the beginning of the Y3 units of work.</p>	Eurostars planning and resources all saved on staffboard – tasks for lessons are internet based.	Each class should have completed the first two units of work and have evidence saved in the correct places	<p>Each class to have completed the 3<sup>rd</sup> and 4<sup>th</sup> unit of work.</p> <p>Children to be able to direct adults to where their work is saved on Seesaw and talk about what they did.</p>	<p>Whole scheme for Y3 to have been taught. Check that all children are ready to begin Y4 units of work next year.</p> <p>Some French activities to be carried out in KS1 to prepare children for French lessons in KS2.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p><b>Assessment</b></p> <p>Develop an effective means of assessment for French</p>	JS to explore different options for French assessment – e.g. use of Target Tracker, how best for children to self-assess (use of Seesaw?) – and implement the system over the year.	JS responsible for developing and implementing the assessment system	JS to find options for French assessment and trial these in Y5 and Y6. Decision to be made on system to be used.	French assessment details to be shared as part of the staff meeting (early January). JS support teachers in Y4 and Y3 to use the assessment system.	Majority of children to be at expected standard for Y3 objectives taught- if not, see what catch up is in place. Feedback from staff regarding assessment system and review.	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



## Subject Action Plan - French

<b>Cultural capital</b>	When delivering the scheme of work, teachers must use the starting off activities as these provide cultural information about France, as outlined in the milestones.  Organise a French day/week in school.	JS to remind teachers of this section of the planning every half term	Locate on a world map countries that speak English and countries that speak French. Learn some French names for people. Compare games that are played by French and English children.	Children learn about celebrations in France that happen on specific dates throughout the year. Children look at portraits by Picasso and van Gogh and learn about the years they spent in France.	Children learn the French names for some traditional/fairy tale characters. Children learn about food types that are popular in France.  French day (possible ideas: children 'visit' a French café; tasks linked to the Tour de France) – include KS1 in this.	Milestone 1:  Milestone 2:  Milestone 3:
To learn about France and French speaking countries						
<b>CPD</b>	Staff meeting for all staff (KS1- KS2) so that everyone is aware of curriculum languages expectations.  JS to provide small group/individual support for KS2 staff teaching French.	1 hour staff meeting time.  Additional meetings/planning and/or teaching support for the teachers who are responsible for teaching French in their year groups.	Meeting with all staff teaching French early in Autumn term – JS support where necessary.  JS check in with staff at the start of Autumn 2.  Feedback from shallow dive.	Whole-school staff meeting.  Continue check-ins with staff responsible for teaching French.	Continue check-ins with staff responsible for teaching French.  Feedback from deep dive.	Milestone 1:  Milestone 2:  Milestone 3:
Staff meeting						
<b>SEND Provision</b>	Inclusive sessions. Adult support where necessary.  French teaching is usually very visual, making it accessible to all – teachers to check resources prior to lessons to ensure that this is the case. All children starting from the beginning of the scheme so this will help SEND children in years 4,5 and 6 to access lessons.	SB/or new appointee (SENDCo) to work with teachers to ensure that needs of individuals are being met.  Teachers to adapt lesson resources and content as appropriate so that they are inclusive for SEND children.	Baseline formative assessment of children's abilities during the first few French lessons – use this to inform planning for future lessons.  JS/SB to support individual teachers as necessary.	Strategies for SEND support to be covered in staff meeting.  JS/SB to continue to support individual teachers as necessary.	JS/SB to check progress of SEND children throughout the year. What catch-up is in place if necessary?	Milestone 1:  Milestone 2:  Milestone 3:
Planning to match the needs of SEND children						
<b>Working at depth</b>	Identify children who access lessons with ease and ensure they are fully challenged within lessons.	Teachers to plan written tasks to extend the learning of those who retain prior learning and articulate French words and sentences well.	Baseline formative assessment of children's abilities during the first few French lessons – use	Strategies for working at depth support to be covered in staff meeting.	JS to check progress of the identified children over the year – have they made sufficient	Milestone 1:  Milestone 2:  Milestone 3:
Provide more opportunities for written work						



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		JS to support with planning.	<p>this to inform planning for future lessons.</p> <p>JS support individual teachers as necessary with providing challenge for these children – probably written tasks.</p>	JS continue to support individual teachers as necessary.	progress from their starting points?	
<p>Creating a portfolio / showcase for subject</p> <p>All work to be saved on Seesaw.</p>	Every class to have folder on Seesaw for children to save work into. JS to make one on Staff Seesaw and ensure any CPD and relevant info is shared on there.	Teachers to ensure children save work appropriately and is kept up-to-date.	Seesaw is up-to-date – work can be easily found for monitoring purposes and be used to recap prior learning with children.	Seesaw is up-to-date – work can be easily found for monitoring purposes and be used to recap prior learning with children.	Seesaw is up-to-date – work can be easily found for monitoring purposes and be used to recap prior learning with children.	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Retention</p> <p>Provide opportunities for recapping prior learning.</p>	<p>Some of the Y3 content will have been taught to some year groups before and will be familiar, assisting with retention.</p> <p>Some content is new and will need to be recapped regularly.</p>	<p>Teachers to plan time to recap prior learning from previous units of work – make use of must knows in order to prioritise this.</p> <p>Within each unit of work, recap the previous lesson or further back in the unit if necessary.</p>	Throughout the 2 units, plan time to recap prior learning from the unit. In Autumn 2, recap Autumn 1 learning with a focus on must knows.	Throughout the 2 units, plan time to recap prior learning from the unit. In Spring 1, recap Autumn term learning with a focus on must knows. In Spring 2, recap Autumn term and Spring 1 learning with a focus on must knows.	Throughout the 2 units, plan time to recap prior learning from the unit. In Summer 1, recap Autumn and Spring term learning with a focus on must knows. In Summer 2, recap Autumn, Spring and Summer 1 learning with a focus on must knows.	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Resourcing</p> <p>No new resources needed.</p>	If any resources needed for particular unit or lesson, teachers to see JS to discuss.					<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
Projected to be spent:	£100 – towards French day/week activities					
Total Budget Allocated:	£					