



**French Curriculum Intent, Implementation, Impact**  
**Subject Lead: A. Davidson**

**Intent**

- The subject leader has a clear oversight of the French curriculum and the areas being taught.
- The subject lead ensures that the curriculum meets national requirements.
- The subject lead is aware of the progression of skills taught throughout all year groups, ensuring consolidation and progression through learning challenge curriculum topics.
- The subject lead will ensure colleagues have access to appropriate resources to ensure delivery of a rich and challenging curriculum.

**Implementation**

- Through rigorous monitoring of the subject, the subject lead is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions
- The subject lead ensures that colleagues are made aware of any training opportunities that may further their subject knowledge or delivery of high quality lessons.
- The subject lead along with SLT will monitor books and ensure that a broad and balanced curriculum is being delivered.
- The subject leader ensures that colleagues have appropriate and up-to-date resources available to them. They will be supported to do so by the content provided on the Primary Languages Network website, which includes videos, pronunciation guides, resources to accompany planned activities and a programme of lessons which cover a broad range of vocabulary and topics.
- The subject leader will attend termly co-ordinator meetings held by LA to continually review the schemes of work, other long-term planning and curriculum updates.
- Teachers are supported to meet the needs of the learners whilst also developing their own skills both professionally and personally.
- Assessment is supported by the provision of assessment clouds of which children have co-ownership and will be presented in the front of their MFL workbook.
- The subject leader will be available to support staff during the assessment process and opportunities for cross moderation will be encouraged.
- Workbooks will follow children up to the next year group, as this allows them to be used as a reference to previous learning and will also inform future teaching.
- Differentiation will be put in place to allow for the diverse needs of the children, taking account of their different experiences, interests, strengths and any special educational needs, to maintain an inclusive approach.

**Impact**

- The subject lead has an evidence file showing first-hand evidence of observations, interviews, book scrutiny and assessment.
- The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.
- Through conversations with children, book scrutiny and assessments evidence will not only be that children can converse in and understand another language, but that they will also have a broader understanding of their place within a wider cultural and geographical context, which can only impact positively on other areas of study, e.g. Geography, PSED.

- The exposure to the learning of another language at primary school level will hopefully awaken within them a curiosity for other languages and ways of life, promoting tolerance and ambition.

*'Learning a foreign language is a liberation from insularity and provides an opening to other cultures, {It} should foster pupils' curiosity and deepen their understanding of the world.'*  
(National Curriculum, 2013)

### **How we support SEN**

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.