

Subject and Year Team Curriculum Statements

Use the proforma below to identify intent, implementation and impact for your subject/year team curriculum statement. In addition to completing this proforma please include a curriculum map.

Subject/Year Team: French
Intent
What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group? To develop a positive attitude to language learning through a range of activities/experiences. To develop linguistic competence in the key skills: speaking, listening, reading and writing. To develop a curiosity of other languages, cultures and countries. To develop skills to work both independently and with other children. To become effective communicators. To become reflective learners who have high expectations of themselves.
How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map. Learning objectives are linked to the NC and Target Tracker statements and are taught through a range of topics to ensure that language and grammar points are introduced progressively. Some language topics are linked to year group topics presently taught at BVS in order to provide opportunities for children to consolidate and extend their understanding of subject matter across the curriculum. Topics introduce children to new language, whilst providing them with opportunities to consolidate, develop and extend any previously acquired language learning and skills. An overview of topics is presented as a curriculum map; An overview of learning objectives for each lesson and each year group is also presented.
How does the curriculum reflect British Values, PSHE and SMSC? Learning a foreign language gives pupils opportunities to work both independently and collaboratively. Communication skills are developed for different audiences and purposes, and through a range of tasks, activities and topics, e.g. Europe, Sports, The Rainforest. From these, children gain essential knowledge and understanding of other languages, countries, cultures and traditions. These link primarily to French-speaking countries but opportunities are given to speakers of other languages to share their knowledge, understanding and experiences, e.g. through clubs and assemblies. Children learn to be reflective in their learning and to develop tolerance and respect for others. BVS is linked with a school in France. Projects throughout the year, as well as a yearly visit from the link school, allow BVS pupils to share their learning and experiences with pupils in France, giving both schools a real purpose for their learning.
How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum? Lessons are interactive and support different learning styles. Pupils have opportunities to work independently or collaboratively. The curriculum develops all four skills: reading, writing, speaking and listening. These are developed using a range of activities and are supported using varied resources, e.g. flashcards, word mats, games, videos, books, dictionaries. These help to support the learning of EAL and SEN pupils. Work is differentiated to cater for different ability groups. Learning objectives and differentiated Success Criteria are shared for each lesson. This encourages pupils to be reflective learners and to consider the steps they need to make in order to further develop their knowledge, skills and understanding. Close the gap marking is used to support or challenge pupils further, particularly with their written work. Curriculum mornings have been offered to challenge Higher Attainers.
To what extent have we made the objectives clear and how will everyone know them? Learning objectives and success criteria are shared with pupils at the beginning of lessons. An overview of learning objectives across Years 3-6 is available electronically for staff to access. Lesson plans are also available on the BVS computer system. On these lesson plans, specific references are made to the Target Tracker statements.
Implementation – how do we deliver our curriculum
How does the current curriculum match our intention (the points identified above)? The current curriculum offers opportunities to learn a language through a variety of differentiated activities supported by a range of resources. These are interactive and encourage pupils to work collaboratively and to develop a range of skills (linked to other areas of the curriculum) alongside their language learning. They develop a natural curiosity for language, cultures, traditions and countries through the subject materials and this is reinforced by the work we complete with our link school in France. The MFL curriculum is supported by clubs and assemblies, which give children opportunities to share and celebrate their learning and skills.

How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)?

Reading skills are developed through a range of text types (non-fiction, fiction, poems, songs, rhymes, etc.) within a range of topics. Children look at texts containing both familiar and unfamiliar vocabulary and use skills to establish the meaning of key words, phrases and sentences. When writing, children are given models of language on which to base their work. They consider the structure of sentences and how to follow or manipulate these to write their own variations of given texts. Vocabulary is constantly being developed through a range of topics and through the use of different resources. Dual-language dictionaries are also used to check the meaning of words and to develop vocabulary for some of the topics. Grammar is reinforced throughout and specific links are made with the concepts children are being taught in their English curriculum. The teaching of grammar is progressive and is linked with the requirements on the NC and the Target Tracker statements.

Children's knowledge of numbers is developed through some of the topics. Songs are used to practice and to consolidate these. Money is looked at in some topics, especially through role-play tasks.

How are we encouraging progression as pupils move through the school?

Learning objectives have been carefully mapped to ensure that topics allow the introduction of new vocabulary and grammar points, but also allow previous ones to be revisited in order to consolidate and extend learning. This is evident on the overview of objectives for Years 3-6.

Learning objectives/Lesson plans are mapped against the Target Tracker objectives to ensure adequate coverage and progression are being made.

Books are monitored to ensure that progression is being made across the different ability groups.

How do we differentiate our curriculum for the different ability groups? How are the pupils grouped?

The curriculum is differentiated by outcome, resources and the activities themselves.

At present, children sit in mixed ability groups. They are then regrouped, if necessary, according to ability or skills for paired and group work tasks. The aim is always to develop children's confidence to participate, and to work productively and respectfully with their peers.

In Years 4-6 they are in PE ability groups for their French lessons.

Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?

French is taught by the French Subject Leader in Years 3, 5 and 6, who has appropriate training, knowledge and experience to deliver the subject. Year 4 French has been taught using stand-alone French days, which have involved the Year 4 teachers also delivering the lessons alongside the French Curriculum Leader. This has allowed the French Curriculum Leader to support other members of staff to develop their knowledge, skills and understanding of teaching French.

Impact – what difference is our curriculum making to pupils?

How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?

Evidence of work in books.

Self-assessments and teacher-assessments in books against LOs/SC.

Photos of whiteboard work uploaded to Target Tracker.

Photos and videos of children's work/learning in class.

How well are pupils prepared for the next stage of education? Where do they go to? How do we know?

Target Tracker allows teachers to track the coverage of objectives and the progress pupils are making.

How do we know our curriculum is having an affect across all pupils, including the different identified groups?

Target Tracker allows teachers to monitor the achievement and progress of identified groups.

How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?

Target Tracker statements/data allows teachers to monitor pupils' achievements and progress. Lesson plan objectives can then be amended, if necessary, to ensure that knowledge and skills are being developed accordingly.

Pupil/Teacher assessments in books also allow teachers to monitor pupils work/progress lesson-to-lesson.

How well developed are pupils' learning habits and learning skills? How do we know?

The Subject Leader is able to see the development of knowledge, understanding and skills across the school as she currently teaches all year groups. If teaching style and/or resources need modifying to cater for different groups of children, this is easier to address.

How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

Lesson evaluations inform future planning. Pupils also self-assess their learning against the learning objective and success criteria for lessons, which helps teachers to make amendments to future lessons if needed. Pupil evaluations have been completed to better understand the types of activities they enjoy in French. This has helped to inform future planning and the types of activities children are given to do.