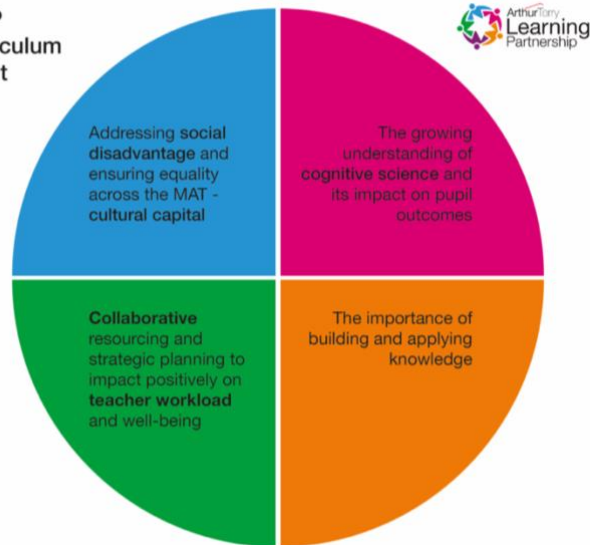


Intent:

ATLP
Curriculum
Intent



French Vision

At William MacGregor, our core language is French. The aim of our MFL curriculum is to create inquisitive and motivated language learners. Through precise language instruction children will develop an understanding of phonics, vocabulary and sentence structure in French through a variety of oral and written activities.

Key features of our curriculum:

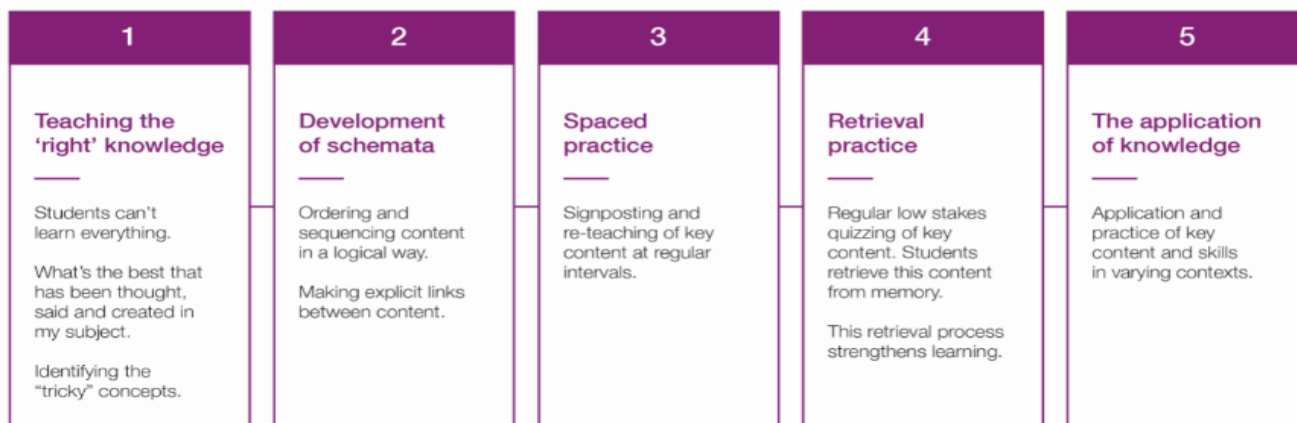
In Ladybirds and Key Stage , the children are introduced to a variety of languages through conversation, role play, song and stories. Through this children begin to develop an understanding of basic words in a variety of languages and the confidence to speak in a different languages.

In Key Stage 2, children focus on the target language of French. Lessons are underpinned by the introduction of phonics, vocabulary and grammatical structures. This enables our pupils to develop accurate pronunciation and fosters growing confidence when speaking in the target language.

Key aspects:

1. **Cultural understanding**
2. **Phonics**
3. **Vocabulary development**
4. **Asking and answering questions in the target language**
5. **Constructing sentences using correct grammatical structures**

Implementation:



Teaching Principles:

Ladybirds and Key Stage 1

Lessons are provided by the Little Languages scheme, which guides learners through a range of activities to learn a variety of basic vocabulary in a range of languages, including French and Spanish. Children are taught through short lessons that develop speaking and listening skills, through story, song, conversation and role play.

Key Stage 2

Lessons are provided by the ATLP. The aim of the lessons are to guide the learner through new learning in small and manageable steps through the introduction of key vocabulary. Interactive lessons give the children opportunities to learn and practise the new vocabulary to develop knowledge and confidence.

Lessons are planned so that the cognitive demand is suitable for all learners. Knowledge organisers are used regularly for spaced retrieval. Previously learnt vocabulary is practised regularly to aid quick retrieval.

Verbal feedback is a key component of the teaching of our MFL teaching, and is used throughout lessons to ensure progress, develop key vocabulary and provide challenge.

Staff Development:

Staff development is focused upon feedback given by the French Lead after observations and other monitoring activities.

Assessment:

Formative assessment is used in every lesson to ensure learning has progressed to the long term memory. Teachers use spaced retrieval and low stakes testing to assess knowledge and understanding. Knowledge organisers play a key role in assessing learning.

Summative assessment is used to make end of year judgements on attainment and informs the next teacher of each child's starting point in terms of knowledge and skills.

Monitoring:

Monitoring is undertaken by the subject lead, as well as members of the senior leadership team. The focus is directed by the WMG monitoring form, informed by any whole-school or staff specific focuses, such as the use of retrieval practice. It can be made up of one or a combination of: pupil conversations, professional discussions with staff, and learning walks (all of which would involve looking through evidence of learning in books). Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality French lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

Moderation:

Moderation of teaching provision is currently ongoing within the ATLP quality circle. Through the Year 3 pilot programme, teaching has been moderated by comparing books and children's work. This has informed subject leaders about potential areas for development within the teaching of history in Year 3.

In terms of moderating attainment within French, both assessment and moderation are very much in developmental stages. Once assessment methods have been finalised, moderation will be developed in accordance with other ATLP schools, to develop moderation across the partnership.

Work-life balance:

The long and medium term plans have been developed as a result of the work done by the ATLP French Quality circle. This means that there are resources available for staff to use, created by the quality circle that have been made using their understanding of cognitive science.

Where needed, planning support is given by the subject lead.