

French



What does Computing look like at Castle Carrock?

French Statement

We deliver a consistent and progressive scheme of learning which allows children to learn a modern foreign language through speaking, reading, listening and writing in the target language. Our curriculum builds on children's understanding of the language through engaging with the taught vocabulary in a range of ways.

Learning a modern foreign language develops tolerance of other cultures, engages interest in the wider world and allows our pupils to develop the aspiration to live and work in another country where a secure knowledge of the language is the key to successful immersion.

The aim of our curriculum is to ensure that children enter Key Stage 3 with the ability to speak, read, write and aurally understand French independently and with confidence. Children will then be able to apply their experience of learning a language to the acquisition of other languages in the next stage of their education.

Assessment

Assessment of our children's learning as linguists, we ensure lessons begin with a retrieval of prior knowledge. Key questions are included on planning and asked during lessons and in the review section of the lesson sequence. Formative assessment is key in language learning; children are encouraged to refresh their knowledge of previously taught vocabulary at the start of each lesson through a listening, reading, writing or speaking activity. This ensures a balance of cognitive overload over time and aids retention of substantive and disciplinary knowledge.

Each segment of the lesson is self and peer assessed through collaborative marking and then further assessed through live marking and feedback during the lesson. Summative assessment judgements are made termly by teachers on Learning Ladders

Monitoring

To ensure high quality delivery of Modern Foreign Languages our subject leader performs termly moderations (feedback and offering support in the delivery of French). Additionally, the specialist teacher for languages makes visits throughout the year to ratify the judgements of the subject leader and provide support and CPD to the teaching team.

The subject leader performs regular book looks and visits lessons to ensure consistency of delivery based on the agreed lesson format. Monitoring is triangulated through the scrutiny of learning ladders to ascertain the robustness of teacher assessment.

Delivery Sequence

All children in Key Stage 2 access Modern Foreign Languages once a week. Lessons typically last 30 minutes and aim to cover at least two of the key skills of Reading, Writing, Speaking and Listening in each lesson.

Children LEARN substantive knowledge in the taught input and APPLY this knowledge through the use of disciplinary skills and investigation. Children REFLECT ON AND REVIEW learning through retrieval practice at the start of a lesson and through regular review as a part of our RECAP FOCI over a term.

Planning

Through a close working partnership with our feeder secondary school, also a member of Cumbria Education Trust, we have built a foundation level and progressive scheme of learning for Modern Foreign Languages.

The subject leader is supported by the specialist teacher for Languages within the trust in order to fine-tune the curriculum offer to meet the needs of our children and their individual starting points. We use trust progression documents which map the progression of skills in our target language, French. We have adapted these plans to meet the needs of our mixed age classes.

Our curriculum is driven by these progression documents and teachers are supported in their planning by the use of Activ Learn; a scheme of learning which enables pupils to practise the core skills of language acquisition; speaking, listening, reading and writing.

Teachers recap prior knowledge at the beginning of each lesson to assess understanding and identify misconceptions. Teachers make notes during and after the lesson in the class Marking and Feedback book. This helps to identify errors children need more practise with and informs future planning.

Inclusion

We are committed to ensuring that all children have the opportunity to be immerse themselves fully in language learning at Castle Carrock. We ensure children are fully included in language lessons using cognitive and meta-cognitive strategies such as pre-teaching, modelling tasks explicitly in lessons, scaffolding and flexible grouping. Technology, such as visualisers, laptops and iPads further adapt learning for our pupils. .

Resources

Languages are a high priority and well-resourced at Castle Carrock; children have access to books in the library in the target language, French and we are well supported with resources through our close relationship with our feeder secondary school. All children in Key Stage 2 have learning toolkits provided to support the acquisition of new vocabulary to act as an aide memoire to support knowledge acquisition.