



SUBJECT ACTION PLAN

Subject: Primary Languages - French

Subject lead: Jessika Whitehead

Year: 2022-23

CONTEXT

At the Ribblesdale Federation, we believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps pupils to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. We teach French from Class 2 and enjoy learning about French language and culture. This is also experienced through food on “Round the World Wednesdays”, where children experience food from different cultures and countries.

We aim to foster an interest in languages in an enjoyable and accessible way to stimulate their curiosity and support oracy skills, in particular, speaking and listening. It also provides children with a different perspective on language and develops their awareness of cultural similarities and differences. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others, linking to Global Learning.

Through intercultural understanding, children will learn to understand the lives of the children in the countries where French is spoken and identify similarities and differences in everyday life and celebrations. We can also recognise how aspects of the culture of different countries becomes incorporated in the daily lives of others. Children will also learn to recognise and mistrust stereotypes, and to understand and respect cultural diversity.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children.

I have taken steps to contact Settle College about their French program of learning through their Modern Foreign Languages lead. With the aim of easing transition to high school and learning what children need to learn by the time they get to Year 7 – this will support out Long Term Plan, to ensure children have the knowledge they need for their next steps in education.

RECORD OF SUBJECT LEADER TIME AND SUPPORT

November 2022 – Rachel Houghton and Jessika Whitehead met to go through Action Plan and next steps.

DEPARTMENT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

1. French to be taught consistently by staff
2. Developing links and transition as feeder schools
3. Children and staff to be confident in teaching and learning

DEPARTMENT/SUBJECT PRIORITIES (1 YEAR TIMESCALE):

1. French lead to understand current practice across the Federation
2. Improve overall attainment and progress
3. Develop a progression document for French

DEPARTMENT/SUBJECT PRIORITY 1: UNDERSTANDING CURRENT PRACTICE

Member of staff with overall responsibility: Jessika Whitehead

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
To understand current practice across the Federation.	French lead to make contact with teaching staff regarding their current practice.	Jessika Whitehead Teaching staff in classes	Start of 2023	French books/work	Collect books/work/copies to assess what is being covered, where the gaps are. Ask staff what they are able to cover, what is more difficult, any areas of difficulty and what support they need.	<i>Assign a member of SLT to monitor this target</i> <i>What strategies will they use to monitor?</i>	

DEPARTMENT/SUBJECT PRIORITY 2: IMPROVE OVERALL ATTAINMENT AND PROGRESS

Member of staff with overall responsibility: Jessika Whitehead

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Progression document for French	Develop a clear progression document for staff to follow confidently	Jessika Whitehead	On going	Example documents from RH	Use example documents to create a progression document for French.	<i>Assign a member of SLT to monitor this target</i> <i>What strategies will they use to monitor?</i>	

DEPARTMENT/SUBJECT PRIORITY 3: CONTACT WITH SETTLE COLLEGE MFL LEAD

Member of staff with overall responsibility:

Targets	Actions to be taken <i>Small, achievable steps</i>	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
<p>Develop a link with Settle College MFL lead.</p> <p>Support transition to high school</p>	<p>Email MFL lead for information/LTP of Year 7+ French in high school.</p> <p>Develop our LTP from this.</p>	<p>Jessika Whitehead</p>	<p>End of academic year 22-23</p> <p><u>Update – emailed Nov 22</u></p>	<p>Settle College contact info</p>	<p>Develop a link with Settle College. Use their LTP to support transition.</p>	<p><i>Assign a member of SLT to monitor this target</i></p> <p><i>What strategies will they use to monitor?</i></p>	<p style="background-color: #e67e22;"></p>