

## ECM French Curriculum Review Note of Visit Callands Primary School

<b>Headteacher:</b> Lisa Littler		<b>Date of visit:</b> 24/6/22
<b>School email address:</b> headteacher@callandsprimary.co.uk		<b>Governors:</b> COG- Nigel Spencer
<b>ECM Associate:</b> James Marsh		
<b>Triangulation of actions taken as part of support and challenge, including Deep Dive activities</b>		
<b>Analysis of:</b> IDSR / SPS / Last inspection report / Self-Evaluation Summary (SES / SEF) / School Impact Plan (SIP / SDP) / Other reports e.g. LA, ECM & Diocese / School website Internal school data (which may not be looked at in inspection)	<b>Monitoring of:</b> Curriculum plans/ Pupils' workbooks / Teachers' planning / Learning walk / Observations of learning/ School monitoring documents/ HTPM / Actions from previous visits	<b>Discussion with:</b> Headteacher / Principal / Governors/ Senior leaders / Middle leaders / Teachers / Teaching assistants / Office staff / Pupils
<b>Future dates agreed for:</b> 16 <sup>th</sup> September 2022		
<b>Summary note of visit:</b>		
<b>Strengths:</b> <ul style="list-style-type: none"> <li>The French curriculum has been designed to ensure that it is progressive from EYFS to Year 6. The curriculum provides pupils with many opportunities to revisit, deepen and build on prior learning. For example, children learn numbers 1-10 in early years and build on this when learning numbers to 20 in Y1. In KS2 pupils in Year 3 learn about how to ask politely for food items and in Year 5 pupils are expected to ask and talk in more detail about breakfast.</li> <li>The on-track indicators (OTIs) that leaders have designed outline the specific knowledge that pupils are expected to acquire across school. These have recently been further refined and slimmed down to ensure that the essential knowledge that pupils are expected to learn is fully secured. This has also allowed for more emphasis on phonics and grammar, as teachers felt that the pronunciation of French sounds needed further development. During the review, it was clear that all teachers found the OTIs useful and the French content being delivered was in line with leaders' expectations in all year groups.</li> <li>Leaders have purposefully built in opportunities across KS2 for pupils to apply the French language in real life contexts. For example, pupils in Year 3 are all provided with a French pen pal. Pupils have had the opportunity to write letters to pen pals who have all responded. Pupils in Year 5 have a learning experience with staff from a local French restaurant. They receive a workshop in school where they are expected to order and discuss breakfast foods, which is part of the key knowledge for their year group. Pupils in Year 5 &amp; 6 are all given an opportunity to visit France. Here, they visit a market and are expected to talk and give opinions on items of clothing, which again is linked to their current French curriculum. They visit a restaurant, bakery, chocolate factory and again are encouraged to use and apply the language they have learnt in school. Opportunities like this are purposeful and memorable for pupils but also help teachers make accurate assessments about the impact of the French curriculum.</li> <li>The subject leader for French is a valued leader. Teachers speak highly about the vast amount of support that they receive from her. For example, the subject leader has recently purchased new resources which provide detailed guidance for teachers when delivering French. This has helped to upskill staff and further developed staff confidence for delivering the subject.</li> <li>Leaders have identified the need for greater emphasis on role play and each year group has a specific French role play area that is used regularly. This gives pupils regular opportunities to practise the language through conversations with their peers.</li> </ul>		
<b>Recommendations agreed:</b> <ul style="list-style-type: none"> <li>Some teachers from KS1 and LKS2 were teaching French for longer periods of time than they were expected to. It is important that all teachers are teaching French for the appropriate time as directed by the subject leader.</li> <li>Due to the fact that some pupils across KS2 still struggle with aspects of pronunciation, consider making phonics a non-negotiable as part of each French lesson (possibly 5 minutes before the main input).</li> <li>Currently role play areas have been established and are utilised well in lessons. Consider how effective all aspects of role play are used within lessons, not just the role play linked specifically to role play areas. This will provide even more opportunities for pupils to practise the language and refine the pronunciation that some pupils are struggling</li> </ul>		

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with. This will also help to further strengthen the assessment opportunities that teachers have when assessing pupils' spoken language.