

French Action Plan

(2023 – 2024)



Vision

At Knights Enham Junior School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

'Together We Achieve'

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

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| • Effectiveness of leadership and management | Good |
| • Quality of teaching, learning and assessment | Good |
| • Personal development, behaviour and welfare | Good |
| • Outcomes for pupils | Good |

Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** to triangulate all the information we record on the progress made by pupils in areas of their learning.

1. Teaching & Learning

Develop class modelling

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure a high quality French display in each classroom where work/language/vocabulary is displayed to a high standard at the appropriate level for the year group.	Children are able to access high quality French displays to celebrate and enhance learning.	observation	July 23		

2. Curriculum

Further develop a creative and engaging scheme

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure MFL curriculum is progressive and offers engagement and challenge to all pupils	Lessons which build on prior knowledge with regular review points	Book reviews	July 23		
	Cultural experiences eg theme days, topic related lessons	Subject lead Class teachers	July 23		

3. SEN

The quality first teaching is supporting children with SEN and appropriate differentiation is planned

Intent	Implementation	Monitoring	Timescale	Budget	Impact
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<p>Meeting the needs of all children to ensure good progress.</p> <p>Class teachers and TAs work with MFL teacher to ensure that children with SEND are provided with modelling, scaffolding and support as appropriate.</p>	<p>Teachers make appropriate and flexible task design explicit in planning.</p>	<p>Subject lead</p>	<p>July 2023</p>		
	<p>Children with SEND are able to access MFL lessons, enjoy learning a second language and make good progress.</p>	<p>Book reviews</p>	<p>July 23</p>		

Subject Leader Impact Statement

XXXX

TERM XXXX

How have you used your subject release time?	What has the impact been?	Next Steps:
Dates.....		

Attainment:		Autumn	Spring	Summer
Year 3	GDS			
	ARE			
	BARE			
Year 4	GDS			
	ARE			
	BARE			
Year 5	GDS			
	ARE			
	BARE			
Year 6	GDS			
	ARE			
	BARE			

Groups

% of chn. at ARE	Year 3	Year 4	Year 5	Year 6
Boys				
Girls				
PP				
Non PP				
EAL				
SEND				
Non SEND				

Data Analysis:

Points to consider for next year:

DEEP DIVE FORMAT CHECKS

Deep Dive: Date:

Carried out by:

Area	Prompts	Evidence
Views of the Curriculum Lead	<ul style="list-style-type: none">• How do you plan your curriculum?• How does it build on key concepts and learning?• How do you get children to develop their long-term memory and remember more?• How do you cater for varying abilities?• Why do you teach what you do and why then?• How do you organise your learning environment and resources? What impact does this have?• How do you ensure teacher subject knowledge is strong?	

	<ul style="list-style-type: none"> ● What CPD do you provide for teachers? ● How do teachers contribute to and discuss the curriculum? ● How do you know that your curriculum is having an impact on outcomes? ● What assessment do you use? Is it in line with school policy? ● How do you ensure consistency within and across departments? ● <i>When we go in lessons, what will you expect us to see?</i> 	
<p>Lesson visits</p>	<ul style="list-style-type: none"> ● Is there consistency? ● What is learning behaviour like across the subject? Why do you think this is? ● Reflect on what you have said above, does it match what you have seen? If not what doesn't match? Why? What will you do? 	

<p>Meet with teachers</p>	<ul style="list-style-type: none"> • How do you know what to teach and when? • How do key skills and concepts build up over time? (Take example used by Curriculum Lead to test depth of understanding) • How often do you review the curriculum? • How do you plan sequences of learning as a)individuals b)as a team? • What support do you get as a teacher in terms of subject knowledge and depth? • How do leaders ensure a work life balance for you? Is this is a priority? 	
<p>Work Scrutiny with pupils and leaders/ Meet with pupils</p>	<ul style="list-style-type: none"> • What do you know now in this subject that at the start of the year you didn't? • How do you think the learning has, within this subject, and across the school, developed since 	

	<p>last year? Is it harder or just the same? Why do you say this? Give me an example?</p> <ul style="list-style-type: none">• Show me your best piece of work and why did you choose this particular piece?• What happens if you get things wrong?• How do teachers get you to remember more stuff (knowledge)?• What are attitudes like in your lessons normally? Why do you think this is?• Do you feel confident in learning new things?	
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