

French

Curriculum Intent

At Seaford Head College the French curriculum across Key Stage 3, 4 and 5 provides students with the opportunity to study a wide range of language, increasing their knowledge of vocabulary and set phrases while at the same time building their understanding of structures and how language works. We aim to develop confident communicators in listening, speaking, reading and writing underpinned by solid grammatical knowledge. In addition, we strive to equip students with language, which is fit for a variety of purposes and ultimately leads them to be part of a global world where linguistic and intercultural skills enhance future careers and relationships with others. Students can express their opinions on a variety of topic areas relevant to their everyday lives. Skilful application occurs when students can articulate their ideas, either verbally or written, through authentic use of the language they have studied.

Fundamental to the aims of the French department at Seaford Head School is for students to develop cultural awareness thanks to the opportunity to study French which is a language spoken on all five continents. Awakening students' curiosity and deepening their understanding of different customs, beliefs, history and literature is core to the French curriculum. Students are also able to develop the concept of being a global citizen by increasing their understanding of the cultures where the language is spoken. Learning a foreign language encourages students to consider their own identity, to appreciate and empathise with different ways of seeing the world.

Within a diverse curriculum of mixed-ability groups, we can stretch and challenge students of all abilities and backgrounds. Lessons are accessible for all groups of students, including SEN, PP and EAL and no student is held back from learning a language for social or economic reasons.

We look to broaden our students' learning by offering a wide range of extra-curricular opportunities including trips to the Institut Francais, British Film Institute, Goldsmiths University to take part in film study days or inter-school poetry slam competitions. Taking part in master classes at Trinity College, Cambridge or the Creative writing competition in French at Oxford University is an option for the most talented. Residential trips to France are actively encouraged; these opportunities helping to make language-learning real and impact positively students' motivation by experiencing authentic situations. We will be doing an immersion trip to France for years 8-10 in June 2023. This involves creating a pen pal exchange, visiting a school in France as well as taking part in a variety of cultural activities. We welcomed a school, College Pierre Daunou, from Boulogne-sur-Mer in March 2023 and after having met their French pen pals, Year 9 students took part in bilingual activities and a cultural trip to Brighton with their pen pals over a period of four

days. We are also able to offer written exchanges with this school in France, and are looking forward to developing further this link. Opportunities to interact with native speakers are an important source of motivation for learning French and in addition to exchange opportunities, we have been lucky to have a native French assistante who has contributed to improving confidence in speaking. Interweaving authentic resources into the curriculum in general allows students to learn more about French/Francophone culture and this year we are having focused starters on specific elements of cultural capital to widen students' knowledge of French/Francophone culture.

Finally, the French department aims to give students the possibility to be the 'best they can be' in French. Our aims are that while learning French, students are given a positive, inclusive, meaningful language learning experience which prepares them for the challenges of the wider world.

Curriculum Implementation

All staff in the French department are experienced specialists and/or native speakers. Regular attendance at a variety of national MFL or regional Hub courses, ensures that we are up to date in our expertise as linguists and as effective practitioners. Weekly meetings where we share best practice are the norm. This expertise is extended to trainee teachers or mentees, and we believe that collaboration is the key to effective implementation of French at SHS.

We deliver a three-year curriculum at KS4 which, we believe, better prepares students for continued engagement, enjoyment and success in language-learning. It means that the students can be taught in greater depth and at an appropriate pace as well as allowing the inclusion of a rich cultural content, such as exploring French music or certain customs and festivals.

From years 7-8 students have 4 hours of French, 3 hours in year 9, 4 hours in year 10 and in year 11 6 hours per fortnight. The additional 2 hours in year 11 helps us to focus on revision style or specific skill activities. In years 12-13 students will get between 4-5 hours of weekly contact time but are expected to add more hours of targeted independent learning. Each lesson begins with retrieval style activities which students can apply to new contexts and help long-term language acquisition. By revisiting structures, our aim is that students become confident in manipulating language and applying it to new situations. Target language is used throughout the lesson, allowing for 'implicit' language acquisition and encouraging them to be confident communicators. Activities

requiring students to grapple with difficult grammatical concepts or demanding literary texts are included in the curriculum and students are encouraged to 'have a go'. Independent learning is encouraged, and language learning extends beyond the classroom to homework and pre/after-school support groups. A variety of online resources is available to reinforce their learning such as Language Gym, Quizlet, Seneca, BBC Bitesize and Languages online. Knowledge organisers and vocabulary booklets are also available.

Marking is in line with the policy at Seaford Head and we have our own marking code which students can apply to self and peer assessment. Not only do students receive verbal feedback during the lessons, but they also follow the school cycle of summative assessment. Every term, students are expected to review their work and encouraged to take ownership of their learning by completing an end of term review. They evaluate their learning and are able to take the next steps in their journey.

Assessments are set in all skill areas (as these are the fundamentals to language learning) and are mirrored in KS3 tests. For example, commenting on a photo card in the year 7/8 Speaking assessment or exposure to role-play and conversations, gives students exposure to 'real life' language-learning. We enable students to become confident speakers and writers by deploying a range of activities, from pair and group work to running and delayed dictation. Developing students' linguistic abilities is crucial in enabling them to confidently access the world around them.

Curriculum Impact

The impact of the French curriculum is measured through formative and summative assessment. Feedback from assessment outcomes drives student progress and informs subsequent teaching and learning of content and concepts. Marking feedback in books, to which students have the opportunity to respond and review sheets linked to summative assessments form a key part of this process and serve to highlight gaps in students' knowledge. Strategies are applied to help redress any misconceptions and interventions are offered at KS4 and KS5.

In years 7-10 there are termly assessment cycles and two blended exams per year. In year 11 there are two mocks as well as opportunities to do 'practice papers' in individual skills. The aim is to arrive at the end of year 11 with strong grammatical and essential knowledge which forms the foundation upon which to build for KS5 study.

Equally pertinent in measuring impact is feedback from teachers, students and parents, option choices and uptake trends (KS3>KS4>KS5), attainment and progress measures at GCSE and A level, the proportion of students taking a language at A level and two sets of GCSE, A level mock examinations in years 11 and 13 and one mock in year 12.