



Modern Foreign Languages (MFL) - French

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In French, we aim for all of our children to see themselves as French linguists. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for MFL, recognising that the skills and knowledge they learn through French can be used to have a positive impact on God's world around them.

To be able to be a French linguist, children will need to build up the skills, knowledge and understanding of another country's language and culture. They will need to understand and use the language of France and apply these vocabulary, grammar and oracy skills and knowledge across the curriculum, making connections both within French and across other subjects too.

To be a French linguist children need to be given the opportunity to learn about French culture and understand that learning a foreign language is a liberation from insularity. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.



Implementation

Statement of Implementation:

The aims of the National Curriculum (2014) for MFL French are for KS2 pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.
- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)** – Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.



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- Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
 - **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child. e.g. (French club, food fiestas)

These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in MFL - French at St Gregory's:

We teach French at St Gregory's because typically 75-85% of our Y6 children move onto schools where French is one of the MFLs that they learn in Year 7.

The St Gregory's French Curriculum is designed around the Rigolo Scheme of Work for Key Stage 2. It has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within French and across other subjects too. (eg. Geography of France)

In French, lessons do not link to the year group topic and the subject is taught discreetly. However, language and vocabulary may be explored which does link to the topic. eg. Parts of the body, days of the week, numbers.

French is taught weekly by a specialist French teacher across Key Stage 2. The Rigolo scheme is followed to give a framework and progression of skills and vocabulary. However, this is supplemented by other resources.

Through EYFS and KS1 children build their awareness of other cultures, countries and languages. Pupils learn about and celebrate the diversity within our own school community and the wider world. This grounding in knowledge of the wider world then prepares them for learning a different language in KS2.



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French Curriculum Coverage

Coverage is based on the National Curriculum 2014 PoS with objectives allocated across KS2 and year groups, to ensure a progression of knowledge, skills and understanding. For example:

Unit 1: Bonjour				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Greet and say goodbye to someone	Greetings: <i>bonjour</i> (hello), <i>salut</i> (hi), <i>au revoir</i> (goodbye)	• Social conventions	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.1, IU3.2, IU3.3 Attainment levels: AT1.1, AT2.1, AT3.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1
2	Ask someone's name and say your own	Greetings: <i>Comment t'appelles-tu?</i> (What's your name?), <i>Je m'appelle...</i> (My name is...)	• Ask and answer questions	Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1, AT2.1, AT3.1, AT4.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1; Writing: Grade 1
3	Ask how someone is and respond to same question	Asking and saying how you are: <i>Ça va?</i> (How are you?), <i>Oui, ça va bien</i> (Yes, I'm well), <i>Comme ci comme ça</i> (I'm so-so), <i>Non, ça ne va pas</i> (No, I'm not doing well)	• Ask and answer questions	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.3 Attainment levels: AT1.1-2, AT2.1-2, AT3.1-2, AT4.1 Language ladder: Listening: Grade 1-2; Reading: Grade 1-2; Speaking: Grade 1-2; Writing: Grade 1-2
4	Learn some basic nouns	Instruments: <i>un tambour</i> (drum), <i>une guitare</i> (guitar), <i>un piano</i> (piano), <i>une trompette</i> (trumpet), <i>une flûte à bec</i> (recorder) Miscellaneous: <i>une fille</i> (girl), <i>un garçon</i> (boy), <i>un dragon</i> (dragon)	• First notions of gender • Cognates	Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3 Attainment levels: AT1.1, AT2.1, AT3.1, AT4.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1; Writing: Grade 1
5	Count numbers 1-10	Numbers 1-10: <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i>		Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2 Attainment levels: AT1.1, AT2.1, AT3.1 Language ladder: Listening: Grade 1; Reading: Grade 1; Speaking: Grade 1
Extra	• Further practice for Unit 1 • Project work: French châteaux	Summary of above language		Framework: O3.3, L3.1, L3.3, IU 3.3 Attainment levels: AT2.1, AT3.1, AT4.1 Language ladder: Speaking: Grade 1; Reading: Grade 1; Writing: Grade 1



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French Progression of skills

The Skills Progression documents interrogate the skills, knowledge and techniques required in each phase Year, considering age appropriate development and ensures progression is enabled through careful and informed planning.

E.g.

French (MFL) skills and knowledge coverage Lower Key Stage 2	Themes					
	Year 3 – Unit 1: Bonjour (Hello) Can I greet people?	Year 3 – Unit 2: 50, 60, 70, 80 (in class) What's in my classroom?	Year 3 – Unit 3: Mon Corps (My Body) Who am I?	Year 4 – Unit 4: Les Animaux (The Animals) What animals can I name?	Year 5 – Unit 5: Ma famille (My family) Who's in my family?	Year 6 – Unit 6: Bon anniversaire! (Happy birthday) What food do I like?
Speaking and Listening						
Speaking						
➤ Respond to questions with support from a spoken model or visual cue	✓	✓	✓	✓	✓	✓
➤ Respond to spoken instructions	✓	✓	✓	✓	✓	✓
➤ Discriminate sounds and identify meaning when items are repeated several times	✓	✓	✓	✓	✓	✓
➤ Pronounce some key vocabulary accurately	✓	✓	✓	✓	✓	✓
➤ Sing along to a song with clear pronunciation	✓	✓	✓	✓	✓	✓
➤ Ask and answer simple questions with correct intonation	✓	✓	✓	✓	✓	✓
➤ Speak with increasing clarity and confidence	✓	✓	✓	✓	✓	✓
➤ Participate in a conversation when working with a partner	✓	✓	✓	✓	✓	✓
➤ Initiate a conversation when working with a partner	✓	✓	✓	✓	✓	✓
➤ Express opinions	✓	✓	✓	✓	✓	✓
Listening						
➤ Identify some key vocabulary accurately	✓	✓	✓	✓	✓	✓
➤ Listen with care	✓	✓	✓	✓	✓	✓
➤ Listen to a story and select keywords and phrases from it	✓	✓	✓	✓	✓	✓
➤ Remember a sequence of spoken words	✓	✓	✓	✓	✓	✓
Reading						
➤ Recognise and read known sounds within words	✓	✓	✓	✓	✓	✓
➤ Recognise some familiar words in written form	✓	✓	✓	✓	✓	✓
➤ Read some key vocabulary	✓	✓	✓	✓	✓	✓
➤ Research additional vocabulary using a dictionary	✓	✓	✓	✓	✓	✓
➤ Read familiar words and join in with a non-fiction text/story	✓	✓	✓	✓	✓	✓
Writing						
➤ Write some of the numbers to 20 from memory	✓	✓	✓	✓	✓	✓
➤ Experiment with writing some simple words	✓	✓	✓	✓	✓	✓
➤ Copy accurately in writing some key words	✓	✓	✓	✓	✓	✓
➤ Copy or trace using single words or short phrases	✓	✓	✓	✓	✓	✓
➤ Write familiar words and simple phrases from a model	✓	✓	✓	✓	✓	✓
Knowledge about Languages						
➤ Understand and start to use some basic core structures	✓	✓	✓	✓	✓	✓
➤ Understand the main core structures and begin to use some actively	✓	✓	✓	✓	✓	✓
➤ Identify phonemes that are the same as or different from English and other languages they know	✓	✓	✓	✓	✓	✓

Year 3 objectives	Rigolo 1 units											
	1	2	3	4	5	6	7	8	9	10	11	12
O3.1: Listen and respond to simple rhymes, stories and songs	✓	✓	✓	✓	✓	✓						
O3.2: Recognise and respond to sound patterns and words	✓	✓	✓	✓	✓	✓						
O3.3: Perform simple communicative tasks	✓	✓	✓	✓	✓	✓						
O3.4: Listen attentively and understand instructions, etc.	✓	✓	✓	✓	✓	✓						
L3.1: Recognise some familiar words in written form	✓	✓	✓	✓	✓	✓						
L3.2: Make links between some phonemes, rhymes, spellings	✓	✓	✓	✓	✓	✓						
L3.3: Experiment with the writing of simple words	✓	✓	✓	✓	✓	✓						
IU3.1: Learn about different languages spoken in the school	✓											
IU3.2: Locate country/countries where language is spoken	✓	B										
IU3.3: Identify social conventions at home and in other cultures	✓	B		B		B						
IU3.4: Make contact with countries where language spoken	✓					✓						
Year 4 objectives	1	2	3	4	5	6	7	8	9	10	11	12
O4.1: Memorise and present a short spoken text							✓	✓	✓	✓	✓	✓
O4.2: Listen for specific words and phrases							✓	✓	✓	✓	✓	✓
O4.3: Listen for sounds, rhyme and rhythm							✓	✓	✓	✓	✓	✓
O4.4: Ask and answer questions on several topics							✓	✓	✓	✓	✓	✓
L4.1: Read and understand a range of familiar written phrases							✓	✓	✓	✓	✓	✓
L4.2: Follow a short familiar text, listening and reading at the same time							✓	✓	✓	✓	✓	✓
L4.3: Read some familiar words/phrases aloud and pronounce accurately							✓	✓	✓	✓	✓	✓
L4.4: Write simple words/phrases using model and words from memory							✓	✓	✓	✓	✓	✓
IU4.1: Learn about festivals and celebrations in different cultures									✓	✓		B
IU4.2: Know about aspects of everyday life and compare to their own								B		✓	✓	✓
IU4.3: Compare traditional stories										B		
IU4.4: Learn about ways of travelling to the country/countries							✓					✓

- ✓ Objective is covered in this unit on the CD-ROM and/or in the corresponding Big Books
B Objective is covered for this unit in the corresponding Big Books



French Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is, therefore, a key consideration in French planning as directed by the scheme of work and as the teachers see appropriate to introduce to the lesson. Key subject vocabulary is introduced at the appropriate time, building on prior knowledge.

E.g.

Unit 5: Ma famille		
Lesson	Objective	Context/language
1	Identify family members	Family members: <i>ma mère</i> (mother), <i>mon père</i> (father), <i>mon frère</i> (brother), <i>ma sœur</i> (sister), <i>mes parents</i> (my parents)
2	Recognise and spell with letters of the alphabet	Letters of the alphabet a-z, plus some accented letters
3	List household items	Household objects: <i>le CD</i> (CD), <i>le lecteur CD</i> (CD player), <i>l'ordinateur</i> (computer), <i>le jeu vidéo</i> (video game), <i>le DVD</i> (DVD), <i>la machine</i> (machine), <i>la table</i> (table), <i>la chaise</i> (chair)
4	Use basic prepositions <i>sur</i> and <i>dans</i> to describe position	<i>Le CD est dans le lecteur de CD</i> <i>Le jeu vidéo est sur la table</i> Prepositions: <i>dans</i> (in), <i>sur</i> (on)
Extra!	• Further practice for Unit 5 • Project work: Alphabet chart	Summary of above language

Planning

Planning in French uses the Rigolo Scheme of Work, supplemented by resources from the internet, puppets, visual aids and worksheets. The Rigolo interactive whiteboard element provides stories, a virtual teacher to assist with pronunciations and instructions, interactive activities, oracy opportunities and songs. The specialist French teacher also uses her own resources to deliver lessons following the guidance of the Rigolo scheme for topics and progression. There are units built into Rigolo which allow for repetition and metacognition of language, vocabulary, grammar and knowledge and skills.

Eg:

Unit 7: Encore!				
Lesson	Objective	Context/language	Grammar/skills	National criteria
1	Revise ways of describing people	Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got) ... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une sœur</i> (brother/sister)	• Revision of variety of <i>avoir</i> phrases • Recognise and use third person singular (<i>il/elle</i>) with <i>avoir</i>	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3 Attainment levels: AT1.2-3, AT2.2, AT3.2-3 Language ladder levels: Listening: Grade 2-3; Speaking: Grade 2; Reading: Grade 2-3
2	Revise ways of describing people	Descriptive vocabulary: <i>Il/Elle a</i> (He/She's got) ... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i> (etc.) (blue eyes, etc.), <i>un chien</i> (a dog), <i>sept ans</i> (is seven), <i>un frère/une sœur</i> (brother/sister)	• Revision of variety of <i>avoir</i> phrases • Recognise and use third person singular (<i>il/elle</i>) with <i>avoir</i>	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3 Attainment levels: AT1.2-3, AT2.2, AT3.2-3 Language ladder levels: Listening: Grade 2-3; Speaking: Grade 2; Reading: Grade 2-3
3	Describe someone's nationality	Nationalities: <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is) ... + nationality	• Use <i>être</i> phrases with adjectives • Recognise and use third person singular (<i>il/elle</i>) with <i>être</i> • Recognise different adjective endings	Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.1-3, AT2.2, AT3.1-3, AT4.1-2 Language ladder levels: Listening: Grade 1-3; Speaking: Grade 2; Reading: Grade 1-3; Writing: Grade 1-2
4	Describe people using various adjectives	Adjectives: <i>intelligent(e)</i> (clever), <i>sportif (sportive)</i> (sporty), <i>sévère</i> (strict), <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British) <i>Il/Elle est</i> (He/She is) ...	• Use <i>être</i> phrases with adjectives • Recognise and use third person singular (<i>il/elle</i>) with <i>être</i> • Recognise different adjective endings	Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4 Attainment levels: AT1.2, AT2.1-2, AT3.1-2, AT4.2 Language ladder levels: Listening: Grade 2; Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 2
Extra!	• Further practice for Unit 7 • Project work: Describing someone	Summary of above language		Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.3, L4.4 Attainment levels: AT2.1-2, AT3.1-3, AT4.1-2 Language ladder: Speaking: Grade 1-2; Reading: Grade 1-2; Writing: Grade 1-2



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Support for additional needs in French

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within French includes: deliberate talk partner choices and seating arrangements, targeted questioning, oracy and reading opportunities, availability of manipulatives and wider resources.

Where children are withdrawn from French for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum.

Children requiring a number of interventions join a group called a 'high needs' group – these children have all been interviewed to understand which subjects their favourite subjects are and they're not taken out of these wherever possible.

Planning to challenge in French

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in French we are specifically looking for children who do this within the knowledge, skills and understanding in French. It may be that a Greater Depth linguist receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support. There are some children who are native French speakers in our school. Those children support the teaching of sessions to help them share their home language and are supported in digging deeper with their learning.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective.



How are staff skilled to teach in French

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to French tends to be offered in response to staff needs and is based upon staff audits. It is delivered in groups or 1:1. Subject leadership time is given for this to take place. Class teachers remain in class when the specialist French teacher is teaching to assist with the lesson and to improve their own CPD within this subject.

Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our French curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming a French linguist is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for French is that each and every child sees themselves as a French linguist. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey to becoming a French speaker. For French, these formal assessment points are twice a year.

To reflect on the impact that the French curriculum is having on each child, we use both qualitative and quantitative means including:

- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Foundation subjects are formally assessed twice a year against broad threads from the National Curriculum. These are input into our in house tracker as a broad judgement against the assessment points on the progression documents. This is detailed further in our [assessment, recording, reporting and tracking \(ARRT\) policy](#) and uses observations of practice, work in books, pupil conversations, low stakes testing to make judgements. These judgements are moderated twice a year across the year group during PPA time before data is locked for analysis. Subject leaders are available to support with this and cross phase moderation takes place upon request of the subject leader when analysis has been undertaken and if the need requires it.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify



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whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.

- We strive for every child to see themselves as a linguist and be able to talk about the skills and knowledge they have that would help them in that role both now and in the future. They can make links with their learning both within the MFL curriculum and across the wider curriculum.
- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.
- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about French at many levels.