St Philip's CE PRIMARY SCHOOL

St Philip's Primary School Action Plan 2026 - 2027

Subject Area: French Leader: Stephanie Samuel

Consider when writing your plan… • **Quality of Provision** • **Curriculum design, coverage, appropriateness** • **Curriculum delivery, teaching and assessment,** • **Parental engagement** • **Attainment, Progress, Basic skills** • **Personal Development** • **Leadership and Management** • **Key stage markers and end points** • **Intervention and provision for lowest 20%**	**Priority Targets from the School Development Plan:** • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Embed high levels of **oracy as a cross-curricular thread**, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Challenge for the most able – evidence in planning, books and discussion • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area. • Support for ECT's • Stakeholder feedback

Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Time line	£
Priority Target 1 **Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.**					
Strengthen curriculum delivery through effective sequencing, retrieval and independent learning.	• Plan learning using the school's French progression map and Language Angels long-term curriculum overview. • Build regular retrieval practice into lessons to revisit key vocabulary, phonics and sentence structures. • Ensure activities closely match learning objectives and intended outcomes.	• Learning builds effectively on prior knowledge. • Pupils confidently recall key vocabulary, phonics patterns and sentence structures. • Tasks support intended learning outcomes. • Pupils show increasing independence when speaking, reading and writing French.	• Learning walks and lesson observations. • Planning scrutiny. • Book scrutiny. • Pupil voice. • Assessment reviews. • CPD impact evaluation.		

	• Develop independence through modelling, guided practice and scaffolded speaking and writing activities. • Provide timely feedback and correction of pronunciation, grammar and spelling misconceptions. • Use vocabulary books, knowledge organisers and retrieval activities to support long-term retention.	• Misconceptions are identified and addressed promptly. • Work demonstrates clear progression across year groups.			
Priority Target 2 **Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.**					
Develop pupils' oracy skills across the French curriculum.	• Embed structured opportunities for speaking and listening in every lesson. • Explicitly teach and model pronunciation, intonation and subject-specific vocabulary. • Plan opportunities for paired talk, role play, questioning, discussion and presentations. • Use speaking frames, sentence stems and visual prompts to support confidence. • Celebrate pupil voice through performances, assemblies and language celebrations. • Share effective practice through CPD and collaboration with colleagues.	• Pupils speak confidently using increasingly accurate pronunciation. • Pupils use subject vocabulary accurately and appropriately. • Oracy is evident across French lessons. • Pupils actively participate in speaking activities. • Confidence, listening skills and turn-taking improve.	• Learning walks and lesson observations. • Planning scrutiny. • Pupil voice. • Work scrutiny. • Staff reflections and CPD reviews.		

Priority Target 3 **Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.**					
Strengthen adaptive teaching to meet the needs of all learners.	• Provide appropriate support through vocabulary mats, sentence stems, visuals and dual-language resources. • Use adaptive grouping and differentiated outcomes where appropriate. • Adapt teaching through effective questioning and formative assessment. • Share effective practice through CPD and collaboration. • Maintain high expectations for all learners while providing suitable support. • Use assessment information, SEND profiles, EAL profiles and pupil voice to inform planning.	• Lessons show effective adaptation and challenge. • Pupils access learning successfully and make good progress. • SEND, EAL and disadvantaged pupils achieve well. • Pupils feel supported and challenged. • Teachers confidently adapt learning to meet individual needs.	• Learning walks and lesson observations. • Planning and book scrutiny. • Pupil voice. • Assessment and progress data. • Monitoring of vulnerable groups. • CPD impact reviews.		
Priority Target 4 **To ensure the most able learners, including middle-attaining pupils with Greater Depth potential, are consistently challenged through adaptive teaching, effective questioning, rich learning experiences and opportunities for independent research, critical thinking and self-directed learning.**					
Increase challenge and attainment for the most able pupils and those with the potential to achieve Greater Depth Standard (GDS).	• Create a targeted register of pupils with Greater Depth potential. • Develop questioning strategies that promote reasoning, language manipulation and independent application.	• Increased proportion of pupils working at greater depth. • Identified pupils make accelerated progress. • Pupils demonstrate increased independence and resilience.	• Termly assessment analysis. • Pupil progress meetings. • Work scrutiny. • Pupil voice.		

	• Plan opportunities for pupils to create extended spoken and written responses. • Embed challenge within core learning rather than through extension activities alone. • Provide opportunities for independent research into French language and culture. • Encourage pupils to compare languages, recognise patterns and apply prior learning independently. • Review progress of identified pupils termly.	• Lesson observations and work scrutiny show consistent challenge. • Pupils confidently explain their language choices and apply learning independently.	• Learning walks and lesson observations.		
Priority Target 5	**Strengthen Staff Subject Knowledge and Curriculum Delivery**				
Ensure staff have secure subject knowledge and confidence in delivering the French curriculum.	Deliver CPD focused on French pedagogy, pronunciation and progression. • Provide support for new staff and ECTs. • Share high-quality examples of teaching and learning. • Develop resources to support curriculum delivery. • Audit staff confidence and subject knowledge.	• Staff demonstrate growing confidence in teaching French. • Planning reflects accurate progression and curriculum expectations. • New staff understand expectations for teaching French. • Pupils demonstrate secure knowledge and skills appropriate for their stage of learning.	• Staff questionnaires. • Planning scrutiny. • Learning walks. • Professional discussions. • ECT reviews. • Subject leader monitoring.		

	• Share effective practice through staff meetings and local networks.				
Priority Target 6	**Continue to Develop and Enhance the Cultural Offer**				
Further develop pupils' understanding of French culture and the wider Francophone world.	• Review and update cultural learning opportunities across the curriculum. • Celebrate European Day of Languages. • Develop links with French-speaking communities and schools where possible. • Explore French-speaking countries, traditions, festivals and customs. • Strengthen curriculum links with geography, history, music and art.	• Pupils demonstrate curiosity, respect and understanding of other cultures. • All year groups access meaningful cultural experiences. • Pupils confidently discuss aspects of French and Francophone culture. • French contributes positively to pupils' personal development and understanding of the wider world. .	• Pupil voice. • Work scrutiny. • Curriculum monitoring. • Governor visits.		