



## **French Subject Review**

**December 2018**

### **Executive Summary**

- The French department regularly has excellent results in KS4, 2018 was no exception. 9-7 percentage (94.7%), with 27 students out of a cohort of 57 achieving a grade 9 at GCSE.
- The ALPS grade for French a grade 7 at KS5, whereas it is a grade 2 at KS4. The students (cohort of 9) scored 66.7% A\*-B which is the same as reported at TA2, but significantly lower than the target of 89%. No students achieved an A\* in this cohort.
- All of the teachers in the department are highly experienced, however there is a tendency for them to work independently, more opportunities for collaborative planning and monitoring would be advisable to improve efficiency and consistency of practice.
- All teachers in the subject need to be committed to collaborative planning and sharing of resources to ensure the experience of students is consistent between classes.
- The schemes of work and common assessment tasks are reviewed regularly in department meetings to ensure that anything learnt from the previous cycle has been addressed and to ensure a balance between the different skill areas required for learning a language.
- There currently only a central record of the results from the internal exams for years 9-13. This does not include the common assessment tasks, or anything for years 7 and 8. If the database was updated to include these it would benefit the Subject Leader in her monitoring of both consistency and performance of colleagues.

### **Review Team**

- Nicole Chapman (Headteacher)
- Nick Minnican (Assistant Headteacher – Teaching and Learning)
- Katharine Adams (SENCO, Year Leader, Teacher of French)

### **Review Focus**

Ensuring quality and consistency of resources, content and delivery at KS5 ensuring every students is challenged relative to their strengths and needs to ensure good progress is made by all, especially at the very top end.

### **Review Process**

#### Rationale

The effectiveness of teaching and learning practice to be reviewed – lesson delivery, resources production and management, assessment and monitoring and the resulting impact and outcomes.

#### Evidence

- DSEF1 development points
- TA data
- Teaching and learning practice (lesson observations and work scrutiny, framed by Teachers' Standards.)
- Feedback from subject leader

#### Action

Professional development – action planning to develop practice and outcomes.

## Department

- Mrs Mel Gulliver – Subject Leader for French
- Mrs Virginie Caffier – French Teacher
- Mr Yannick Simonnot – French Teacher
- Mrs Katharine Adams SENCO, Year Leader, Teacher of French and Italian (Does not teach Key Stage 5)

## Curriculum

Key Stage 3 – Year 7 – 5 hours per fortnight

Year 8 – 3 hours per fortnight

Year 9 – 4 hours per fortnight

Key Stage 4 – Edexcel GCSE - 5 hours per fortnight

Key Stage 5 – Edexcel GCE A Level - 8 hours per fortnight

## Enrichment

- Normandy trip (150 students)
- French exchange 20 – 35 students
- Have your Say competition
- Year 7 Internationalism Day
- Lunchtime clubs
- Junior French Club
- French discussion group
- French A level Extension/Oxbridge
- GCSE extension/clinic
- Languages do lots of collaborative things. I would say that the HODs lead and work together on them, such as
- Languages Christmas assembly
- Year 11 Languages enrichment day
- Languages Challenge

## Review Findings

### Development points from previous review

December 2013 development points	New Review Findings
1. The department now needs to consolidate the use of the Language Laboratory into all of their practice so that the students gain maximum benefit from this potentially excellent resource.	Every class has one lesson per fortnight timetabled in the languages lab, and activities and teaching resources are embedded into the scheme of work.
2. The number studying French at GCSE are low.	In the current Year 11, 55 students study French (out of a cohort of 120), which is in similar to previous years but is lower than German (72), however the Current Year 10, 96 students study French (out of a cohort of 150), which is higher than German and a much higher proportion of the year group than previous years.  2017-18 – 57 Students 2016-17 – 64 Students
3. The Subject Leader is not always able to teach many classes in the 6th form, as she is teaching Russian at the same time.	The subject leader teaches both the year 12 class and the year 13 class. The teaching time for each class is shared equally between the subject leader and another colleague within the department.

Development points from DSEF1 (September 2017)

<b>September 2018 Development points</b>	<b>December 2018 Review Findings</b>
1. There are not many practice materials for listening and reading available.	Practice materials have now been published. These are due to be purchased soon and implemented into the scheme of work.
2. Weaker students found the essays and translations tasks more challenging due to a narrow range of grammar and lower accuracy.	New resources and activities have been added to the scheme to address these, with more frequent tasks about translation which are marked by the teachers and targets for improvement are provided. There has been a noticeable improvement in the standard of the students work according to the subject leader. Volunteer helpers working with the weaker students to provide additional support as required.
3. Students new to CCHS generally achieved lower grades, further support is needed to improve grammar, speaking practice and work ethic.	This year there is more consistency between the students new to the school and those who studied here in year 11. Targeted support by class teachers is provided when necessary.

Teaching and Learning practice (lesson observations and work scrutiny)

using the following: exceeds standard, 3; meets standard, 2; further development required, 1.

<b>DfE Teachers' Standard</b>	<b>Evidence from observations</b>
1. Set high expectations which inspire, motivate and challenge students	Teacher A: 3 Teacher B: 3 Teacher C: 2  Average: 2.6
2. Promote good progress and outcomes by students	Teacher A: 3 Teacher B: 3 Teacher C: 2  Average: 3
3. Demonstrate good subject and curriculum knowledge	Teacher A: 3 Teacher B: 2 Teacher C: 2  Average: 2.3
4. Plan and teach well-structured lessons	Teacher A: 3 Teacher B: 3 Teacher C – Not assessed.  Average: 3
5. Adapt teaching to respond to the strengths and needs of all pupils	Teacher A: 3 Teacher B: 3 Teacher C: 2  Average: 2.6
6. Make accurate and productive use of assessment	Teacher A: 3 Teacher B: 2 Teacher C: 2  Average: 2.3
7. Manage behaviour effectively to ensure a good and safe learning environment	Teacher A: 3 Teacher B: 3 Teacher C: 3  Average: 3
<b>Overall Average: 2.56</b>	

The lesson taught by Teacher C did not allow for an assessment to be made about planning as it was very student led, however the observer was satisfied that significant progress has been made by all students this term in French.

## Summary

Area of Strength	Area for Development
<p><b>Leadership:</b></p> <p>The Subject Leader knows the strengths of her colleagues in the department and is proud of her team and confident in their ability as teachers. She very much enjoys teaching the subject and the interactive nature of learning languages.</p> <p>The Subject Leader contributes to the school's evaluation process through the review of TA data and exam results, identifying the key areas for development and strategies to address these.</p> <p>Colleagues are monitored through learning walks and work scrutinies, with written feedback provided. Subject leader also conducts informal unannounced lesson drop-ins on an ad hoc basis. More formal observations are conducted throughout the year.</p>	<p>Concerns have arisen about the quality of leadership, recognising that personal circumstances have limited her capacity to discharge certain duties effectively.</p> <p>There is currently no central record of the common assessment tasks. This would aid the monitoring of consistency and performance significantly.</p> <p>There is a tendency for colleagues in the department to work independently (see 'Teaching and Learning' below); involving colleagues in collaborative planning activities, learning walks and work scrutinies could start to address this.</p> <p>Subject leader has requested advice and support with striking the balance between supporting and challenging colleagues, especially those with difficult personal circumstances.</p> <p><b>Action:</b></p> <p>Subject leader to attend training about building levels of trust and a team ethos within a department.</p> <p>Develop a central record for student scores in common assessment tasks for each year group. Monitor it regularly to compare performances of classes and ensure the work is being completed at the correct time to a suitable standard.</p> <p>Involve colleagues in work scrutinies and learning walks to share strategies and ideas and develop their own practice further. A more formal schedule of learning walks and work scrutinies to be produced in line with recommendations of the faculty leadership review under the guidance of Faculty Leader and SLT.</p> <p>Another experienced colleague and not subject leader, to act as a mentor members of the department who require it.</p> <p>Further development of the year 12 and 13 schemes of work required to bring them up to the same standard as those in the other year groups.</p>
<p><b>Teaching and Learning:</b></p> <p>All teachers are experienced with a very good subject knowledge and understanding of the assessment structures. Moderation of common assessments demonstrate that each teacher is consistent in their approach to marking.</p> <p>There is evidence in the minutes of French department meetings that the schemes of work and common assessment tasks are regularly reviewed and updated.</p>	<p>There is a tendency for the teachers to work independently in creating and developing their own lessons and resources. A more collaborative approach to planning would further improve the efficiency and consistency within the department.</p> <p>Students are given targets to improve on their work, however students had not responded to these.</p>

<p>Evidence from, the work scrutiny demonstrated that the marking policy for the department was being consistently followed, with students being given targets for improvement. On some occasions these targets were written by teachers in French.</p> <p>A level students have been given a clear plan of how to use the study period with dates for completion and tasks.</p> <p>Students underperforming are identified from TA data and are offered support from mentors in higher years and parent volunteers.</p>	<p>A central record of common assessments (see above) would identify underperforming students sooner so interventions can be done in a more timely fashion.</p> <p><b>Action:</b> Use the department and focus group time for collaborative planning and sharing of resources, strategies and activities.</p> <p>Ensure students are given opportunities to respond to targets, this could be done directly, or as a “Feed Forward” activity, where the target from a previous piece of work is written at the top of the next piece of similar work so the students are reminded which skills they need to develop further.</p>
<p><b>Curriculum:</b> The curriculum has been developed to ensure that there is a balance of activities which promote each of the four skill areas (speaking, listening, reading and writing). The Schemes of work and common assessment tasks are reviewed regularly to ensure the activities and resources are up to date and suitable for the current context of our students.</p> <p>Examination data and analysis is used to identify areas of the curriculum which need further development. Strategies and resources are put in place to address these, for example more translation and listening activities have been added to the year 12 and 13 schemes of work to ensure students get more practise.</p>	<p>Subject leader is concerned that the common assessment tasks show an imbalance of the skill areas in some year groups.</p> <p><b>Action:</b> Further review of the common assessment tasks to ensure a balance between the four skill areas.</p> <p>Further analysis of examination results to assess whether new strategies have had an impact and to identify other areas for development within the curriculum.</p> <p>Use the department and focus group time for collaborative planning of assessment tasks.</p> <p>Collaborate with colleagues in German and Spanish to further develop common faculty practices.</p>

## Conclusion

This strategic review will be operationalised through an action plan drawn up through the line management system. The Subject Leader, supported by her Faculty Leader and SLT line manager, will draw up this action plan in response to the findings and recommendations of this review. This action plan, which will include timescales, will be reviewed and modified as necessary through the line management system.

NMI December 2018