

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;">SUBJECT NAME:</p>
<p>BE RESPECTED Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<ul style="list-style-type: none"> ● Students are taught about French grammar using grammatical terms, e.g. verb, tense, time frame, adjective, etc. ● Students will be able to have an appropriate conversation in a variety of contexts (e.g. doctors, hotel, in a shop) in a French speaking country, so they are equipped for any future travel ● Students will be able to access a range of texts (e.g. a leaflet, a brochure, a story) in the French language and draw important information from them. ● Students will be able to communicate basic and sometimes more complex written information in French for a variety of audiences (e.g. a poster, a letter, a diary entry) ● Students who sit the GCSE in French will be empowered to go further with studying and using languages - at A-level, at university, and/or as part of employment
<p>BE RESILIENT Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students’ resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer</p>	<ul style="list-style-type: none"> ● Quality-first teaching enables all students, including those from disadvantaged backgrounds and students with SEN/D, make appropriate progress in French. This is shown in their books through green/purple pen and acting on teacher advice given. ● Our aim is that all students enjoy learning a language – even if they perceive it as being hard. Evidenced in discussion with students.

	<p>to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to 'the best that has been thought and said...helping them engender an appreciation of human creativity and achievement'</i></p>	<ul style="list-style-type: none"> • All students are given chances to discuss the differences and similarities between Franco- and Anglophone cultures where we celebrate each community's attributes • All students are offered the opportunity to experience French culture through the French Residential trips and opportunities in lessons (such as music, films and food) • Students are offered the opportunity to communicate with their French contemporaries through a penpal link
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<ul style="list-style-type: none"> • The KS3 schemes of work reflect the GCSE syllabus in topic and assessment style. • We understand that learning a language is a continuous process of improvement and we revisit topics repeatedly, extending detail each time. • We give opportunities in every topic for students to give and justify their opinions (e.g. why they like a sport/food/type of film). We involve opportunities for class discussion and comparison as a result. • Learning about language differences is a safe way for students to become accustomed to cultural differences. • All students access suitable accreditation in taught language as appropriate – at GCSE and KS3 (FCSE)
<p>BE YOU Be able to be the best person students' can be in their school, local community and society as a whole</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end of KS4.</p>	<ul style="list-style-type: none"> • We recognise the limitations of living and working in a very rural environment by discussing the impact of French on English language and grammar • We discuss tourism and the boost it gives to the local economy – and the part they play in both welcoming tourists and improving the experience they can offer through the French language • Where possible, we offer the possibility for accreditation in home languages at GCSE