

[Subject] Remote Learning Contingency Plan – 2020-21

Term:3 Year: 7 Subject: French				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Where I live</u> To be able to talk to use the verbbabiter to describe where you live To be able to describe your house and name the different rooms in French. To be able to use other –er verbs in the present tense to say what you do in different rooms of your house. To be able to undertand French property adverts To further develop students’ grasp of French phonics.</p>	<p>. Live TEAMS lessons as per timetable –where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Live TEAMS lessons as per timetable –where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'Individual Self Isolation Process'.</p>	<p>. Recall test completed using Microsoft Forms Quiz functionality</p> <p>. Depth test – modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.</p>

[Subject] Remote Learning Contingency Plan – 2020-21

Term:3
Year: 8
Subject: French

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Going out</u></p> <p>To be able to use modal verbs to make plans and give excuses</p> <p>To be able to talk about what you wear in different contexts eg for school or to go to a party.</p> <p>To be able to use time adverbs as past tense markers.</p>	<p>Live TEAMS lessons as per timetable –where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Live TEAMS lessons as per timetable –where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'Individual Self</p>	<p>Recall test completed using Microsoft Forms Quiz functionality</p> <p>. Depth test – modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.</p>

[Subject] Remote Learning Contingency Plan – 2020-21

Term: 3
Year: Yr 9
Subject: French

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p align="center"><u>Healthy lifestyle</u></p> <p>To be able to talk about illnesses and say what's wrong.</p> <p>To be able to use the imperative to give advice on healthy living.</p> <p>To be able to use modal verbs to give excuses.</p>	<p>Live TEAMS lessons as per timetable –where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Live TEAMS lessons as per timetable –where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'Individual Self</p>	<p>Recall test completed using Microsoft Forms Quiz functionality</p> <p>. Depth test – modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.</p>

[Subject] Remote Learning Contingency Plan – 2020-21

Term 3 Year: 10 Subject: French				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Freetime activities</u></p> <p>To develop students' ability to talk about their leisure activities and why leisure is important</p> <p>To develop their ability to refer to past, present and future events.</p>	<p>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be</p>	<p>Recall test completed using Microsoft Forms Quiz functionality</p> <p>. Depth test – modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.</p>

[Subject] Remote Learning Contingency Plan – 2020-21

Term: 3 Year: 11 Subject: French				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>My Studies</u></p> <p>To understand the French school system.</p> <p>To be able to discuss life at school, comparing and contrasting with life at school in France.</p> <p>To be able to offer opinions on school subjects with reasons.</p> <p>To be able use the future tense to talk about your future plans and aspirations</p>	<p>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'Individual Self</p>	<p>Recall test completed using Microsoft Forms Quiz functionality</p> <p>. Depth test – modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.</p>