

Remote Learning Contingency Plan – 2020-21

French – Term 1



Term: 1 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>Greetings, Numbers, School Things, Colours and French Phonics,</u></p> <ul style="list-style-type: none"> . To develop students' substantive knowledge of the basics of the French language . To develop students' ability to relate sounds to spellings . To develop students' skills in using a bi-lingual dictionary 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. 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'. 	<ul style="list-style-type: none"> . Recall test completed using Microsoft Forms Quiz functionality . Depth test – modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.

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French – Term 1



<p>Term: 1 Year: 8 Subject: French</p>				
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>Describing yourself and others, Jobs, the Weather</p> <p>To develop students' ability to use the verbs avoir and etre to describe themselves.</p> <p>To be able to use the present tense to talk about others</p> <p>To develop students' ability to use more complex language to talk and write about themselves and others.</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>

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French – Term 1



Term: 1 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>Talking about free-time activities: tv, cinema, music and reading.</p> <p>To develop students' ability to discuss leisure, referring to past, present and future activities.</p> <p>To develop their ability to offer a range of opinions, justifying them with reasons.</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>

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French – Term 1



Term: 1 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>Self Identity and Others</p> <p>To develop students' ability to talk about themselves, their families and friends, including future aspirations.</p> <p>To develop their ability to offer a range of opinions, justifying them with reasons.</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>

Remote Learning Contingency Plan – 2020-21

French – Term 1



Term: 1 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>Local, National and Global Issues</p> <p>To be able to describe where you live.</p> <p>To be able to talk about your dreams using the conditional tense.</p> <p>To be able to render sentences longer and more interesting by using adjectives.</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>