**Cleves Visit Subjects - Summer 2021**

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| **Trustee** | **Susan Foster** |
| **Subject Lead** | **Alison Dabell** |
| **Date** | **26/5/2021** |
| **Subject** | **MFL** |

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| **QUESTIONS** | |
| How long have you been subject leader? | Since 2015 (part-time) |
| Were you given sufficient training to be subject leader? | Not at the school. However, AD did her PGCE for secondary teaching and taught French and German to A level.  25 years experience in the subject |
| Who do you go to if you need support? | For the subject, no-one at the school [see above]. But had just started to build links with Heathside Secondary School before Covid and hopes to pick this up again. Also has a link at Burhill primary.  Has other informal contacts and checks out what other primary schools are doing online. |
| Do you feel well supported? | For subject content this is not an issue.  For more general issues – eg a child’s behaviour – Chris and Craig are amazing and so are year leaders: far better than other schools AD’s been in |
| What steps have you taken to bring improvement or add value to the subject you lead? | When AD arrived the curriculum had to be revamped because her predecessor had been full time, so AD drew up a totally new scheme based on Rigolo. (AD thought le Petit Pont previously used was rather boring and Cleves children could be stretched more than this.) AD has introduced Linguafun and Cahoot – which the children love – plus her own material. AD also supports Y5 children having penfriends in la Réunion, with videos sometimes. AD has continued the Lyon exchange scheme. AD teaches every class for a term a year and trains other teachers. AD has created phonic sheets and recorded audio clips too – these proved very useful during Covid. CTs and PPA cover receive the same information/support from her. French continued through Covid lockdowns, but was easier to manage second time round  AD has drawn up a scheme of work for native French speaking children which is on the drive. AD finds they speak well, but their grammar and writing are weak. (Linugaphone is good for this.) They join in games during the class lesson (and AD uses them to speak if they don’t mind) but then they have their own work focussing on grammar/writing. If these children go to Saturday French School AD allows them to do their homework in her lesson, if they want, so that AD can help with grammar/writing. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | To build up a solid knowledge of the French language so that children are confident in it; and to promote respect for, and understanding of, other cultures  To give a positive and solid base for foreign language learning in KS3 |
| What have you done to implement it? (Can you give one or two examples.) | Made it fun – a third to a half of every lesson is games the children enjoy  Regular monitoring and progression  Termly tests  Retrieval – see below |
| What impact are you aiming to achieve over children’s four years at Cleves? | See intent above: Children are confident in French and have a positive attitude to other cultures and languages  To ensure assessments – a formal one every term based on Rigola and her own ADets – evidence positive progress in speaking, reading and writing  Positive feedback from staff and pupils  By then end of Y6 children to know the present past and future tenses; be able to speak simply and know several areas of vocabulary and French culture |
| How do you know you’re on track to achieving that impact? | Staff feedback  Regular testing  Pupil feedback: twice a year AD meets a group comprising one child from each class in a year for feedback.  AD rejigs provision in response to feedback |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | AD gets all children’s assessments to see progress  AD doesn’t observe other teachers (though thinks it would be good) |
| Do you keep evidence of your own work and of children’s work samples? | Yes, on the drive for everyone.  Also examples of high/middle/low examples of work and why  And video work, eg of Y6 top/middle/low |
| How would you describe outcomes in your subject area? | Really good – 805 are on target |
| Why do you think identifying key knowledge is important? | Building blocks (vocab, grammar) are needed for communication in French; knowledge of aspects of French life are important to understand the culture  Understanding the culture contributes to a broad and balanced education; promotes understanding and respect for others – supports the school values, eg respect |
| How do you build in retrieval? | This has worked brilliantly – AD did it before but has now made it more formal, eg revising body parts covered in Y3 in Y6  Songs work well too. |
| How do you support colleagues? Can you give an example? | See above |
| What next for your subject – is there scope for even more? | Would like to  (a) bring back taking out more able groups in Y6 to stretch them  (b) to give a German and Spanish taster in Y5 ; in Y3 to do a French phonics trail  (c) try core/group reading in French, to mirror reading trial in English |
| How do you link your subject into other subjects’ curricula? | RE – does Hinduism; link to fête des rois  Art – Monet, Matisse, others  History – as and when, eg Bastille day  Geography – AD covers where French is spoken in the world  AD thought AD could perhaps put more into the schemes of work |
| Does safeguarding feature in your curriculum – and if so, how? | Not explicitly in the curriculum. |