Subject Leader FAQs

Name Julie Black **Subject** MFL (French)

Question	Answer
1. How long have you been the subject leader?	I have been MFL Subject Leader since 2017.
2. What are your strengths as MFL subject leader?	French was always my favourite subject when I moved from primary school to secondary school. As a young teenager I moved to a French speaking country and attended my local French speaking school where I became a fluent French speaker. I studied French at A level (literature) and post-graduate level (business and marketing). I have also studied Spanish and German but French is the language I have a true passion for.
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	We deliver as much of the lesson as possible in French, according to the children's knowledge and understanding. We are able to model accurate pronunciation and intonation. After researching various schemes and meeting with the MFL lead at our local secondary school, I implemented a teaching scheme for French (Language Angels) which the children love. I have created skills progression and vocabulary progression documents and new curriculum journey maps so that the children can see the direction in which their learning is going, for grammar, listening, phonics, reading, speaking and writing.
4. What are the key strengths in this subject?	French at Rickmansworth Park is taught by French speakers. I teach Y3 and Y4 and the class teachers teach Y5/Y6. The scheme is exciting and interactive and allows for progression. The scheme content has been mapped according to our children's needs. We celebrate European Day of Languages each year, where parents with other languages are invited to come into school to read stories.
5. What areas for development have you identified in this subject?	To maintain contact with the MFL department at Rickmansworth School. I have visited their department to discuss where they like our children to be in terms of knowledge before they enter Year 7. A portfolio of children's work is currently under construction with the new scheme with examples of work from across the year groups which link to the Progression of Skills document.
6. How do you know how well pupils are achieving?	I monitor children's participation during lessons and their enthusiasm to join in with speaking activities. At the beginning of each lesson I spend a few minutes talking about what we learned last lesson to see what they can remember. Written work enables me to see if they can apply grammar. We track children's progress in French on a termly basis and this shows which children are working at expected levels, working towards and

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	working beyond levels for their year group. Pupil voice interviews enable me to gain feedback from the children about their learning of French. The results of this are fed back to staff.
7. How does the school meet the needs of all groups within this subject?	MFL is taught in a way which considers all learning styles – visual, auditory and kinaesthetic. Lessons are taught in French and English. It particularly supports those children whose first language is not English because of the use of pictures and images. Lessons are carefully constructed, with repetition of vocabulary in each unit. Lessons allow for a lot of interaction and participation, to help all children to maintain focus and concentration.
8. What knowledge do Governors have about your subject? How have they been involved in your subject?	Governors receive updates from curriculum leaders in a cycle and are welcome to attend Wider Curriculum Open morning and class assemblies where French is showcased. I present to Governors regularly, to show MFL is taught and how the children are learning.