

Holymead Primary School -MFL Policy (Spanish)

Rationale:

Learning a foreign language enables pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers which is essential practical knowledge for all global citizens in the 21st century. Learning a foreign language is about young people exploring the relationship between language and identity, about developing an international outlook and growing into an enhanced understanding of the world and their place within it. As pupils develop their linguistic competence, they will explore the differences and similarities between Spanish and English. Drawing these comparisons will allow opportunities for pupils to gain insight into their own culture and the lives and cultures of others. Further to this, the learning of a foreign language provides a medium for cross-curricular learning whereby pupils can apply their knowledge of language and develop their communication skills across other subjects.

Aims:

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between Spanish and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning

Spanish is taught in a whole-class setting by the class teacher or cover teacher and is therefore not reliant on one key member of staff. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials



Article 31: Every child has the right to play, relax and take part in a wide range of activities.

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- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Assessment of Pupil Learning and Progression:

Teachers are responsible for the assessment of Spanish for their class. Teachers will complete a crib sheet for each unit and identify how children are progressing in line with the 3 main pillars of progression (Phonics, Vocabulary and Grammar). The crib sheets will also be used to identify any misconceptions, evidence of mastery, missing or incomplete work and any comments on presentation. Teachers will need to ensure they are identifying and addressing pupils' emerging needs to support their progress.

Inclusion:

The school firmly believes in the value of language learning for all pupils, regardless of race, ability or gender. In line with the school curriculum policy, Spanish is taught to all children. This is carried out with appropriate attention to an individual's needs and abilities to provide a broad and balanced education for all. We aim to promote positive images of languages being spoken by people of both genders. We aim to meet the needs of all pupils in our care, including those with learning difficulties, disabilities, special gifts and talents, as well as those who learn English as an additional language. To achieve this, learning objectives and tasks within a lesson are matched to the needs and abilities of children within the classroom. Individual Education Plans (IEPs) and EAL Action Plans are also taken into account for pupils who have specific adjustments or targets for accessing activities involved in learning Spanish.

Subject Leader Monitoring and Assessment:

The subject leader is responsible for:

- Monitoring the standard of children's work and the quality of teaching in Spanish.
- Keeping up to date about developments within the subject and informing staff about changes.
- Evaluating strengths and weakness as well as suggesting areas for further improvement.
- Making sure that colleagues are supported and have access to a range of resources to use in their teaching.

Resources:

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose. A selection of additional resources such as dictionaries, CDs, visual resources and games are available in the Resources room at the junior site. Staff are welcome to request advice and appropriate resources for their year group from Miss Morris on the Junior site (MFL Subject Leader). Staff can access resources whenever they need them.

Conclusion

We hope that the language skills, concepts and attitudes that the children acquire at Holymead Primary School help them to become aware of their environment and influence as global citizens. We hope that the strategies they have learned will lay the foundations for learning languages in secondary education. This policy will be reviewed in two years, or earlier if necessary.

Date: 3.3.23 Review date: March 2025 Reviewed by: Beth Morris



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