



Languages (Spanish) – Delph Side Community Primary School

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

Intent

At Delph Side Community Primary School, we aim to provide high-quality and engaging Spanish lessons that educate and inspire.

Our Spanish curriculum provides learners with opportunities to orally rehearse and practice another language as well as develop their reading and writing capabilities in Spanish. Through our Spanish lessons, learners develop a working understanding in Spanish which enables them to ask questions, respond and recognise and make sense of another language. As well as developing their knowledge and understand of language, we provide cultural opportunities for our learners to fully embrace Spanish as more than just a language, but to understand Spain as a culture and how it compares to where our learners are from.

Implementation

At Delph Side, we follow the Language Angels scheme of work for Spanish. Subject leaders and teachers will plan and use the following when preparing Spanish lessons:

- Spanish key skills and vocabulary progression documents. These documents clearly indicate progression through and across KS2.
- A series of lessons which are planned for progression and depth in Spanish.
- A series of phonics and grammar lessons across and repeated across the different KS2 year groups.
- Games that enhance and deepen knowledge of language and new vocabulary.
- Enrichment opportunities to enhance the learning experience.
- Recall from previous lessons and understand the importance of repetition.

Impact

Our Spanish curriculum has been well thought out and has been planned to demonstrate progression of skills.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on skills achieved against the planned outcomes.
- Pupil discussion about their learning; which includes discussion on their thoughts, ideas, processing and knowledge of the Spanish language (PAQ).
- Learning Walks
- Staff Attitudinal Questionnaire (SAQ).

Languages (Spanish) Policy

Aims:

The overall aim for Modern Foreign Languages is to enrich learning for all pupils in a broad curriculum by understanding, speaking and writing with increased confidence and independence.



We seek to ensure that:

- Teachers develop confidence and competence to teach languages and over time, begin to use languages effectively in their teaching of other subjects.
- We foster enjoyment because pupils learn more effectively if they are enjoying what they are doing.
- ICT is used across the school to motivate pupils and to support teachers with model pronunciation.
- We make use of native speakers within our community, wherever possible.

The school endorses a distinctively primary approach to language learning:

- Provide a rich and varied input of the language, so that children hear and interact with the sounds and patterns of the new language.
- Use active learning to engage motivation.
- Use games and songs to maximise enjoyment.
- Embed languages in class routines and school life.
- Integrate language learning across the curriculum to connect with learning in other areas.

Statutory Requirements

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3 and beyond. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary (Primary National Curriculum 2014).

Dissemination

This policy, and all subsequent changes in practice due to developments in the subject [at a national level] will be shared with all staff at regular staff meetings.

Resources

All members of KS2 teaching teach Spanish through Language Angels planning and resources. The Language Angels Scheme of Work has flashcards, interactive PowerPoints, worksheets, assessment tools, songs and native pronunciation files of key vocab packaged with it.

Governors

The governing body will be informed of significant developments within the subject area and, if necessary, their approval will be sought. A subject governor will receive a report from the subject leader and at times will meet to discuss the report annually.

Languages (Spanish) Policy & Intent, Implementation & Impact



Headteacher

Alongside the senior leadership team and the subject leader, it is the headteacher's responsibility to monitor standards and ensure statutory responsibilities are being met.

Subject Leader

The subject leader will facilitate the development of Languages in the following ways:

- By managing the implementation of the Languages policy;
- By updating the policy and scheme of work;
- By ordering/updating/managing resources;
- By keeping staff abreast of new developments and INSET opportunities;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments
- By liaising with feeder and receiving schools;
- By monitoring the curriculum;
- By providing feedback to the governing body through the preparation of a subject report and meeting with the designated governor for MFL.

Teachers

The responsibility for ensuring coverage of the content of the KS2 curriculum for Languages lies first with the subject leader, but ultimately with the individual teacher.

Assessment

Currently all assessment is formative and is used to support teaching and learning and inform future planning. As the class teacher works through the scheme of work they may record their observations where appropriate and assess the children's progress in the target language based on their achievement of the learning objectives in lessons. These informal assessments will be used to identify gifted linguists and those requiring extra support.

Written Languages work is marked in line with the school policy on marking. Some samples of children's written work, photo evidence, video evidence etc will be collected and kept by the Languages Subject Leader.

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Written/Reviewed by: Mrs Littler