

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



MFL POLICY

Reviewed: September 2025
To be reviewed: September 2027

MFL at St Joseph's

This MFL Policy aims to outline our comprehensive approach to teaching Spanish at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of concepts, foster a positive attitude towards learning, and achieve their full potential in Spanish.

Vision Statement

At St Joseph's, we believe that learning a foreign language is a vital part of preparing children to become global citizens. Our vision is to create a language-rich environment where pupils develop a love for Spanish, gain confidence in communication, and build an appreciation for diverse cultures. Through high-quality teaching and engaging experiences, we aim to nurture curiosity, creativity, and lifelong learning.

Intent

At St Joseph's Catholic Primary School, our intent is to deliver a high-quality Spanish curriculum that inspires curiosity, confidence, and enjoyment in language learning. We aim to:

- Provide all pupils with the opportunity to learn a modern foreign language in a fun and engaging way.
- Develop pupils' ability to communicate effectively in Spanish through speaking, listening, reading, and writing.
- Foster an appreciation of Spanish-speaking cultures and global citizenship.
- Build strong foundations for future language learning in Key Stage 3 and beyond.

Implementation

Spanish is taught weekly across Key Stage 2 using the Language Magnet scheme of work. This structured programme ensures progression in vocabulary, grammar, and communication skills. Our approach includes:

- Retrieval practice at the beginning of each unit to revisit prior learning and strengthen memory.
- Interactive lessons using songs, games, stories, and role-play to engage all learners.
- A focus on oral language development, with increasing emphasis on reading and writing as pupils progress.
- Use of visual, auditory, and kinaesthetic strategies to support different learning styles.
- Informal exposure to Spanish in Key Stage 1 through songs, greetings, and classroom routines.

- Assessment at the end of each unit to evaluate pupils' understanding and inform future planning.
- Differentiation to ensure all pupils, including those with SEND, can access and enjoy language learning.

Impact

The impact of our Spanish curriculum is seen in:

- Pupils' growing confidence and ability to communicate in Spanish.
- Improved memory and retention of vocabulary through regular retrieval practice.
- Positive attitudes towards language learning and cultural diversity.
- Assessment data showing progression in speaking, listening, reading, and writing.
- Pupils being well-prepared for the Key Stage 3 MFL curriculum.

Monitoring and Evaluation

The MFL Subject Leader will:

- Monitor planning, delivery, and outcomes of Spanish lessons.
- Support staff with training and resources.
- Review the effectiveness of the Language Magnet scheme annually.
- Ensure retrieval and assessment practices are embedded consistently.
- Update the policy in line with curriculum developments and school priorities.

Assessments

- We use formative assessment throughout lessons and summative assessments at the end of each unit.
- whole school data is used to track the progress and attainment of cohorts which allows for analysis of strengths and areas of development across classes
- Teachers record attainment as 'Emerging', 'Developing', or 'Secure' and report progress to parents annually.

Reporting

- Class Curriculum Maps are shared with parents online via our school website.
- We provide regular feedback to parents through parents' evenings, consultations and a written reports at the end of the year for individual attainment and effort

Continuous improvement

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Management Team and the staff and then reported to the Governors through the Curriculum Committee.