



MFL (Spanish) Policy

Modern Foreign Languages (Spanish) Policy

Subject vision statement

Why do we teach what we teach? (Our intent)

At Oak Green School we teach Spanish as part of the KS2 curriculum. We believe that children benefit from learning a foreign language from an early age; the earlier the child is exposed to the chosen language, the easier and faster it is to achieve. Furthermore, through language learning children gain confidence in oral communication and enjoyment, as well as, improved listening, reading and memorisation skills. Alongside the acquisition of a foreign language, children also build awareness and respect of other cultures and communities. We are fortunate at Oak Green School to have such a diverse, multicultural community, we believe this gives us strength and aim to promote a love of languages which supports this.

How do we teach it? (Our implementation)

Children in KS2 have a weekly 45-minute Spanish lesson. We use the 'Language Angels' scheme which includes interactive and engaging teaching materials for all lessons. Children are primarily taught through stories, rhymes, games and songs, all of which are pre-recorded by a native speaker, as well as, written activities which can be differentiated by outcome to enable all children to access learning. Whilst children do learn Spanish grammar and structure, the emphasis is placed on communication and confidence. We strive to give children a varied and realistic experience of language to make it fun, but also relevant to their lives. There is also a strong link with cultural aspects and traditions of countries across the world where Spanish is spoken. Activities involving a love of culture are enjoyed by all children on our annual Spanish day.

What is the difference that this makes? (Our impact)

We believe that by delivering quality lessons and experiences which are memorable, worthwhile and challenging, children will become self-aware learners who have a thirst for learning. Children will have a deep love and respect for other cultures and languages and recognise the importance of diversity.

Teaching and Learning

EYFS and KS1

Children in EYFS and KS1 do not have timetabled MFL lessons but do experience our specialist Spanish day which we hold annually and are also exposed to elements of Spanish via the Modern Foreign Language display board

KS2

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2. The National Curriculum describes learning a foreign language as 'a liberation from insularity and provides an opening to other cultures.' Children at Oak Green experience foreign language lessons which cover a wide variety of topics, all of which link to the three key language learning pillars (phonics, grammar and vocabulary). Language Angels provides clear links in all units to these and supports learners in developing their fluency and comprehension of a new language.

Each unit taught allows children to develop and demonstrate progress in five 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 the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Resources/scheme

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.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- 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

Below is an outline of the coverage within KS2 which conforms to the National Curriculum:

	Autumn	Spring	Summer
Year 3	Phonics Nursery Rhymes – incy wincy spider and the wheels on the bus I am Learning Spanish	Greetings Colours and Numbers	Fruit or Vegetables Ancient Britain
Year 4	Phonics Nursery Rhymes – twinkle twinkle little star and old macdonald Presenting myself	My family My home	The classroom Vikings
Year 5	Phonics Cultural Immersion - La Tomatina festival and Las Fallas festival Do you have a pet?	The weather Planets	At the café World War 2
Year 6	Phonics Cultural Immersion - La Fiesta de San Fermín and El Día de los Muertos feast day At school	The weekend Healthy lifestyle	Me in the world Spanish project

Assessment

Informal assessment of progress is made by the teacher during lessons through questioning, oral feedback and work the children complete. Teachers can track the progress of their class using end of unit assessment resources available through Language Angels, included with the scheme is also a full assessment suite where teachers can see the children's progress in the 4 strands of assessment: listening, speaking, reading and writing. Spanish is reported upon annually in KS2 reports to parents.

Equal opportunities/ Inclusion

This policy applies to all children regardless of their preferred gender description, ethnicity, colour, ability or disability, English language proficiency, religion, lifestyle or nationality. Language Angels takes full account of the different experiences, strengths and interests of the children whilst also complying with requirements and guidance on inclusion. The accurate match of work to individual and group need is met through effective planning and delivery, based upon assessment and monitoring of progress. Strategies are used accordingly, such as scaffolding learning, differentiation, e.g. variation in presentation of work or recording, mixed ability groups in interactive/ drama work which can be beneficial to all learners.

The role of the subject leader and monitoring standards

- To support and guide the classroom practice of teachers and support staff.
- To ensure pupil entitlement to the National Curriculum
- To ensure coverage, continuity and progression in planning.
- To monitor and evaluate the effectiveness of Spanish teaching and learning and provide support for and development of the subject where appropriate.
- To update documentation where necessary.
- To produce action plans for the School Development Plan and manage the budget allocated effectively.
- To liaise and consult with outside agencies where appropriate.
- To prepare and lead INSET.
- To attend relevant INSET training.
- To review regularly the contribution made by Spanish to a meaningful curriculum.
- To conduct book scrutiny to monitor outcome and progress.
- To conduct pupil interviews.
- To assess learning environments.

To be read with (other policies):

- Curriculum Policy
- Teaching and Learning Policy

Monitoring and review

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