



Westglade Primary School

WESTGLADE PRIMARY SCHOOL

Spanish (MFL) Policy

Written by Molly Coupland

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Introduction

This policy reflects Westglade Primary School's values in relation to the teaching and learning of Spanish (MFL) and how Spanish teaching in school is delivered through the National Curriculum. It sets out a framework within which teacher and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy document is intended for:

- all teaching staff (internal and external)
- school governors
- parents/carers
- LA advisers/inspectors
- inspection teams including Ofsted
- teaching students

Copies are available for all staff and governors.

Intent

We aim to provide a high-quality modern foreign language education that equips pupils to use deep thinking and creativity to understand and change the world. The core of MFL is to be able to express ideas and thoughts in another language and to understand and respond to its speakers, in which pupils are taught to explore the relationship between language and identity. Through learning about Spanish culture, we hope children will develop an international outlook and an enhanced understanding of their place within the world. We intend that through learning Spanish, pupils will develop both an awareness of cultural differences and an appreciation of diversity in society. Building on this knowledge and understanding, pupils are equipped for life in modern Britain and beyond, in which work and activities increasingly involve using languages other than English. Westglade intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Our school follows the National Curriculum guidance for MFL to ensure that all pupils are able to:

- Understand and respond to both spoken and written language
- Speak with increasing confidence, fluency and spontaneity
- Write at varying length for different purposes and audiences
- Engage in conversations, asking questions and expressing opinions
- Develop accurate pronunciation

Implementation

The delivery of MFL lessons at Westglade is provided by the scheme 'Language Angels'. Language Angels is a scheme designed by experts in MFL teaching in schools and completely follows the National Curriculum. It has been written around the 12 DfE Languages Programme of Study targets and provided adaptive teaching resources to suit all pupils. We design our curriculum around our children and Language Angels tailors ideally to our children's needs. All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2 (Y3-Y6). Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

Progress is built upon as such:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form**, **conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. Enrichment opportunities at certain points during the year allow children to enhance and master learning further. Children have a Spanish work book where the work from their lessons is evidenced. This book starts with them in Year 3 and is taken up through the year groups so that they can build on prior knowledge throughout and show their progression in this subject.

Here are the strands of Spanish from the National Curriculum that we deliver:

- Listening
- Speaking/pronunciation
- Reading/translating
- Writing and Grammar

We embed knowledge and understanding into our MFL delivery.

Assessment

The Language Angels scheme incorporates assessment which is carried out at the end of each 6 week learning unit. This assesses the children individually on each recent element of learning. Teachers use this assessment to identify any gaps and include them in future flashbacks, flash checks, recalls and other learning opportunities. Regular AFL throughout lessons allows teachers to identify learning gaps quickly and use revisit and mini plenary opportunities to ensure consolidation of learning. Pupil voice is carried out to assess knowledge at select periods during the year.

Management and Role of the Coordinator

- Receive any information/resources arriving in school
- Monitor the implementation of MFL throughout school
- Advise colleagues either internal or external on aspects such as resourcing and ideas
- Keep up to date with the National Curriculum for Music/New Initiatives/New Strategies
- Identify gaps in resourcing and buy in new equipment
- Fulfil the requirements as stated in the curriculum coordinators job description
- Carry out Quality Assurance
- Audit planning
- Pupil voice
- Be an integral part of wider MFL opportunities when they occur

Additional and or Special Education Needs

Activities through the scheme of work takes into careful consideration of children's individual needs to encourage full and active participation from all children. Sessions are planned to appropriately challenge all abilities and adapt where necessary to be accessible for all. Adaptations are present for those children who require extra support. A multisensory teaching approach which tailors to all learning styles is deployed to access all learners effectively. For example, lessons include games and songs as well as writing and speaking elements.

Monitoring

The head teacher and Senior Management Team monitor the effectiveness of this policy. They also report to the governing body and, if necessary, makes recommendations for further improvements. In addition, the MFL co-ordinator checks coverage, conducts pupil voice interviews to assess knowledge, audits planning and observes sessions.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

- Children have a good knowledge of other cultures and traditions which will support them in a diverse and multicultural society
- Children appreciate and embrace the differences between themselves and others giving them further perspective of the world we live in
- Knowledge across other subjects is enhanced such as knowledge required for phonics in reading
- Children are well equipped to continue their language journey into secondary school
- Children can communicate with people from an extra 20 countries (how many are Spanish speaking)
- Holistic communication skills are developed
- Contributes to becoming well rounded individuals, keen for a deep curiosity of the world around us

Policy written by Molly Coupland (Spanish/MFL Co-ordinator)

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