Spanish Policy

Brierley CE (VC) Primary School

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1. Our School Vison

At Brierley,

God guides us as one family. We learn, grow, and shine together in our community, Nurturing hope, resilience, aspiration and forgiveness Everyone is loved, celebrated, and supported to flourish. Living God's love through our words, actions, And journey beyond our school, Following the example of Jesus.

Though we are many, we are one body, Together we learn and grow.

2. Purpose of the policy

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2

This policy reflects the aims and values of Brierley CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy is available on our school website

https://www.brierleyschool.com/

3. Subject vison

Here at Brierley CE Primary School, we believe that learning a foreign language provides an opening to other cultures and allows pupils to deepen their understanding of the world. Our Spanish lessons inspire pupils' curiosity to know more about different cultures. Our teaching will equip pupils to express their ideas and respond to questions in Spanish. Our pupils will be given the opportunity to do this in both speech and written forms. Our Spanish curriculum provides opportunities for pupils to communicate in practical purposes and creates new ways of thinking.

4. Aims and outcomes

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 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.

5. Teaching and learning

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 for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

6. Curriculum overview

Spanish is taught on a weekly basis in a whole-class setting by the class teacher or teaching assistant 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.

6.1 Key Stage (KS) 2
Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs
- Differentiated desk-based consolidation activities
- Worksheets are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is an example outline of the units we will cover throughout KS2:

6.2 Programmes of study

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1	Phonetics 2	Phonetics 3	Phonetics 4
	I Am Learning Spanish	Presenting Myself	Do You Have a Pet?	At School
Half Term 2	Animals	My Family	The Date	Healthy Lifestyle
Spring Term				
Half Term 1	Instruments	Habitats	My Home	At the Weekend
Half Term 2	I Am Able … I Know How To	In the Classroom	The Olympics	Habitats
Summer Term				
Half Term 1	Ice-Creams	At the Café	Clothes	Vikings

Half Term 2	Fruits or Vegetables	What is the Weather?	Habitats	Me in the World

7. Cross-curricular links

Spanish shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- ICT: use of the internet for research
- Geography: reading maps
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions.

8. 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.

9. Assessment and recording

9.1 Assessment

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do…' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.

2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

At the end of each term, pupils will be assessed within one of the following bands:

- Working below the curriculum expected standard (B)
- Working towards the curriculum expected standard (WT)
- Working at the curriculum expected standard (EXP)

Marking
Children receive regular feedback and marking follows the school's marking policy.

9.2 Recording

In Spanish, pupils will record their learning in the following ways:

- Topic books

This may take the form of photographs, pictures, and may be worksheet-based, practical (conversation).

Where appropriate worksheets completed by the children may be kept in folders which can be passed through the years and become a portfolio of their learning.

10. Roles and responsibilities

10.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

10.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

10.3 Link governor

The link governor responsible for languages at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable

- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

10.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

10.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

11. Inclusion

Teachers set high expectations for all pupils in Spanish. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Spanish, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Spanish.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

12. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings.

13. Monitoring and review

This policy will be reviewed by staff and governors ~~every 2 years~~annually.