



Samuel Allsopp
Primary & Nursery School

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Policy for

Modern Foreign Languages (MFL)- Spanish

Policy last reviewed and updated by Governors:	November 2024
Date interim amendments made (if any):	
Date for next review:	November 2025

Victoria Site: Victoria Road, Burton upon Trent, Staffordshire. DE14 2LU

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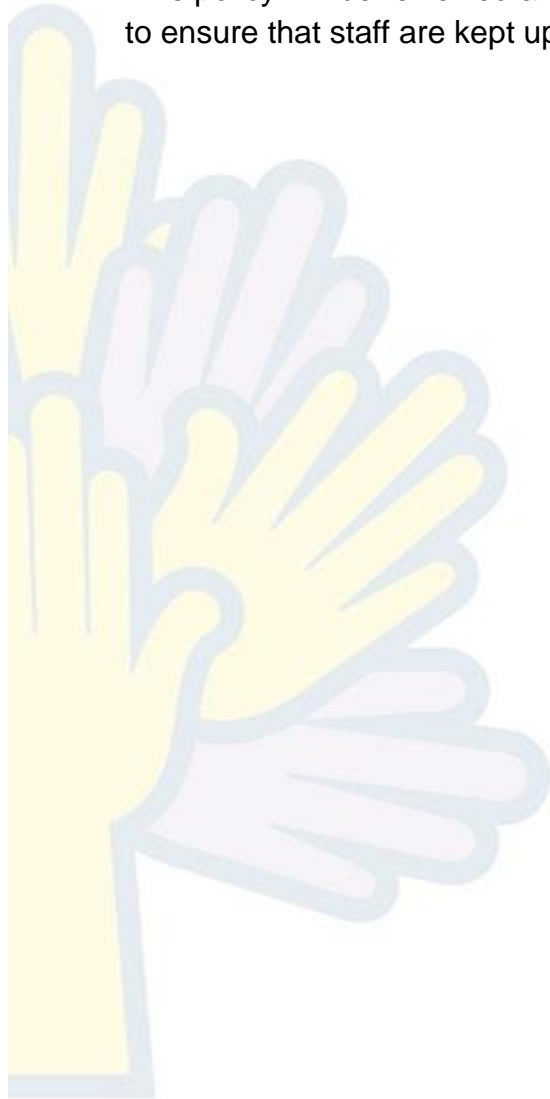
A place where
children **CAN**

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We inform all parents about this policy and supply them with a parent one-page attendance overview when their children join our school and regularly thereafter through our school newsletter and other relevant opportunities.

We recognise the expertise our staff build by managing school attendance daily and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed annually to reflect any necessary changes required and to ensure that staff are kept up to date with expectations relating to Spanish.



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1. Samuel Allsopp Primary and Nursery School Intent Statement

At Samuel Allsopp Primary & Nursery School, our curriculum and all that we do intends to:

- Be supportive and inclusive of the needs for all learners
- Harness pupil independence & allows them to have a go at solving problems for themselves first
- Allow children to make their own 'informed' choices
- Develop their confidence
- Support them to be resilient and get into good habits for the future
- Prepare children for a life outside of school that enables them to make a positive contribution to British society
- Enable them to be proficient users of the English language – speaking and writing
- Widen their contextual vocabulary
- Work independently but also in teams
- Encourage children to go 'beyond their own normal' and experience new things
- Engage children in making a contribution and playing an active part
- Support parents to become active stakeholders in their child's learning
- Provide opportunities for the children to investigate, explore and play an active part in shaping their learning

2. Intent Subject Statement

At Samuel Allsopp Primary and Nursery School, Pupils at our school learn Spanish from Year 3.

Learning a foreign language provides an opening to other cultures, fosters pupils' curiosity and deepens their understanding of the world. It helps them to develop communication skills, including key skills of speaking and listening, and extends their knowledge of how language works, helping them to develop their grammar skills, and overall preparing pupils to the challenges of the secondary language's curriculum.

Our curriculum progressively develops skills in Spanish. We follow the Kapow Scheme of Work which links to the National Curriculum Programme of Study for Languages.

As the school year 2024-2025 is the first year the children have started learning Spanish, all children in KS2 are following the Year 3 planning to give them the initial skills to build on developing their understanding of the language.

Kapow Primary's Spanish scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish.

Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to other

languages, facilitates further language study and opens future opportunities to study and work abroad.

Kapow Primary's Spanish scheme of work supports pupils to meet the National curriculum end of Key Stage 2 attainment targets (there are no Key stage 1 attainment targets for languages).

At Samuel Allsopp Primary and Nursery School, we aim for all pupils the following:

- provide pupils with a firm foundation of language learning. For this reason, we have carefully planned and sequenced when to teach the three building blocks of a language system, known as the Kapow Primary knowledge strands:
 - Phonics
 - Vocabulary
 - Grammar

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing

Ample opportunities are provided to ensure that children practise new learning across all four modalities.

We use quality first teaching to ensure that disadvantaged pupils, pupils with SEND and higher attaining pupils are given the best opportunity to learn in a way which benefits them and enables them to achieve. This policy outlines the purpose, nature and management of Spanish that is taught and learned throughout our school.

National Curriculum Aims:

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 writing in the language studied

Key stage 2

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.

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. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

To ensure consistence of teaching and learning, we follow and adapt the Kapow Spanish curriculum that builds on previous learning and provides both support and challenge for learners giving them every opportunity to develop their **knowledge** and **skills**.

3. Inclusion Statement

The Staff and Governors of Samuel Allsopp Primary and Nursery School believe that:

- Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
- All of our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.

- We recognise that ALL our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
- Our policies and practises will therefore, take account of the diverse needs and talents of our pupils.
- Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.
- Pupils with Special Education Needs (SEND) should have access to high quality education and support appropriate to their needs.

4. Implementation

Through Kapow Primary's Spanish scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written Spanish. Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2.

The Kapow Primary's Spanish scheme is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning. For example: History: Pupils will learn about Spanish culture and traditions. Geography: Pupils will develop an understanding of Spanish speaking countries. They can recognise similarities and differences between the UK and Spanish speaking countries. Music: Pupils will be using songs to reinforce language skills such as vocabulary and pronunciation. In the process, they will develop their rhythm, singing and understanding of world music.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning. Adapting teaching and learning for individuals supports their learning in every lesson to ensure that lessons can be accessed and enjoyed by all.

Health and Safety

Health and safety in Spanish is maintained to a high standard to ensure pupils and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring that Samuel Allsopp Primary and Nursery School complies with the Health and Safety at Work etc. Act 1974.

Health and Safety awareness forms an integral part of pupils learning. Particular care must be taken with sharp cutting tools, electrical appliances and in processes where hot materials and tools are used. Pupils must be taught to recognise hazards and take appropriate action. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and to ensure that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning opportunities being necessary in the future, pupils at Samuel Allsopp Primary and Nursery School will continue to be taught Art and Design through live lessons, pre-recorded videos and online learning materials.

5. Impact

The impact of the Spanish scheme can be monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. Every unit has a unit quiz and knowledge catcher which can be used at the end of the unit. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

Pupils should leave school equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at Key stage 3.

The expected impact of following the Spanish scheme of work is that children will:

- Demonstrate understanding of spoken language by listening and responding appropriately.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Apply their understanding of phonics to make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed a range of language detective skills to tackle unfamiliar words in Spanish, English and other languages.
- Use a bilingual dictionary to support their language learning.
- Be able to construct short texts on familiar topics.
- Meet the end of Key stage 2 stage expectations outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding.

Feedback, Marking and Assessment

At Samuel Allsopp Primary and Nursery School feedback is given following the expectations of the Marking Policy.

Pupils are assessed each lesson and are provided with immediate verbal feedback by the class teacher. Formative teacher assessment is used to support teaching and learning and inform future planning where modifications can be made to subsequent activities. The teacher assesses the children's progress in the target language based on their achievement of the learning objective in the lesson.

Each unit uses a knowledge catcher, which is used at the start of the unit to find out where pupils are in their learning and at the end of the unit to assess progress.

Monitoring and Review

To ensure high standards of teaching and learning of Spanish are maintained, the Spanish Coordinator, will regularly monitor and review staff practice in accordance with this policy. This process will be conducted termly in line with the monitoring calendar.

Relevant data will be collected to enable monitoring processes to be conducted. This includes:

- classroom observations
- learning walks
- books looks
- pupil voice
- planning looks

To ensure that staff professional development is benefited by this process, the Spanish Coordinator will ensure that any relevant training or development opportunities are made available. Individual staff members will be given relevant feedback and will be celebrated or supported to develop their practice accordingly.

Resources

Art resources are stored across both sites and will be reviewed by the Spanish Coordinator throughout the year. Resources should be returned to the store cupboards after each lesson and teachers should inform the Spanish Coordinator of any resources required in advance of the unit of work being taught and preferably at the start of the school year.

6. Declaration that this policy has been submitted to Governors for perusal and approved for publication

Signed:	Dated:
Mr Smith Head Teacher	

Signed:	Dated:
Chair of Governors Mr Symons	

