



Westgate Primary School Modern Foreign Languages (Spanish) Policy

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Spanish. It will form the basis for the development of Languages in the school over the next 3 years. This policy was developed in the Autumn term 2017 and was formally adopted at a staff meeting in November 2017.

Rationale

The study of Languages prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly carried out in languages other than English. Pupils use languages to communicate information responsibly, creatively and with discrimination. They learn how to employ languages to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

Aims

- To enrich children's learning as part of a broad and balanced curriculum
- To develop an appreciation for the richness of language and the links between languages
- To support children to notice and enjoy pattern and structure in language
- To increase children's confidence in oral and written communication, in Spanish and English
- To widen children's understanding of other cultures
- To foster an interest in the wider world

Curriculum Organisation

Children begin learning Spanish in Reception and continue through to Y6. Spanish is taught discreetly, in Reception to Y5 by a native speaking Spanish teacher and in Y6 by a specialist languages teacher from our local high school. The focus in Reception and KS1 is on developing oral language (speaking and listening) skills and confidence. In KS2, children continue to develop this alongside reading and writing skills in Spanish, in line with the National Curriculum 2014.

Spanish signage is also displayed around school to support children's recognition of key vocabulary and to encourage children to be curious about language.

Role of the Subject Leader/ Curriculum Management

The Subject Leader will facilitate the use of Languages in the following ways:

- By updating the policy and scheme of work;
- By ordering/ updating resources;
- By arranging CPD so that all staff are confident in how to teach the subject and have sufficient subject knowledge;
- By keeping staff abreast of new developments;
- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop Languages capability and that progression is taking place;

- By supporting staff in developing pupils' capability;
- By attending appropriate courses to update knowledge of current developments as relevant;
- By contributing to the School Improvement Plan as relevant;
- By monitoring the curriculum.

Approaches to language teaching

The school believes that pupils learn more effectively if they are enjoying what they are doing. Good use is made of games, rhymes and songs to help children to develop oral confidence and fluency. Online resources and videos increase children's exposure to native Spanish speaking pronunciation.

We have a link to a Spanish primary school and children create videos to send to our partner school to inform the pupils about Westgate. This gives them a purpose to master their pronunciation and speak with confidence. In return, we receive communication from Spain which tell our pupils about their school.

Recording, assessment and reporting

As the Spanish teacher works through the scheme of work they will record progress against the short-focused topics where appropriate and assess the children's progress in Spanish. This assessment will be used to support teaching and learning.

Spanish written work will be marked in line with the school policy on feedback and marking.

For reporting purposes, parents will be provided with 2 grades at the end of each year as part of their child's annual school report, which give information about the progress their child has made and their effort in this subject.

SEN, Inclusion and Equal Opportunities

All pupils, regardless of race, gender or disability, shall have the opportunity to develop Languages capability. The school will promote equal opportunities and fairness of distribution of Languages resources. Children with other languages at home are encouraged to use them for educational benefit and parents are offered advice about what is appropriate.

Efforts are made to ensure that work created at home can be transferred to a classroom once a teacher has been notified. The school will monitor the level of access to languages in the home environment to ensure no pupils are unduly disadvantaged.

Positive images of languages being spoken by people of both sexes will be promoted. The school recognises the motivational advantages of the use of Languages by children with special educational needs.

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books, CD ROMs, real and audio-visual materials. Resources are kept centrally in the staffroom for ease of access. We also have an annual school subscription to online resources which provide online songs, games and resources for teachers and pupils.

There is a class set of English- Spanish dictionaries for use in Spanish lessons.

The MFL subject leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the curriculum budget and current school priorities.

Homework

Formal homework is not set in Spanish. However, through our VLE, children can access a range of online resources which help them to practise their Spanish at home if they wish.

Monitoring and review

Monitoring is carried out by the head teacher/ subject leader for Languages, in the following ways:

- Informal discussion with staff and pupils
- Observation of Languages displays
- Collection of class Languages files
- Looking at the work in their individual paper files or notebooks
- Classroom observation

This policy was reviewed in November 2018, and will be reviewed every three years thereafter.

Signed: (On behalf of the governing body)

Signed: (Head teacher)

Date: 24/10/2018