



St Andrew's Primary School

MFL Policy

Purpose of the subject and Objectives:

By the end of KS2, children will be able to understand simple spoken and written language, to speak aloud, take part in short conversation and to write simple sentences in Spanish. They will also understand about other cultures and have an idea about how languages work and how to learn them. In short they will be becoming confident users and learners of a new language. The language Spanish was chosen due to it being the second most widely spoken language in the world and a lot of the children in our school visit Spain in their holidays, giving them an opportunity to practise their skills.

Teaching and Learning

Progression and continuity:

The basis for each year groups' work is found in the National Curriculum for MFL. Teachers will follow the Rachel Hawkes scheme which uses various resources including interactive resources. In KS2, Spanish will be taught on a weekly basis for a minimum of 40 minutes.

Children will have the opportunities to:

- ask and answer questions
- use correct pronunciation and grammar
- memorise words
- interpret meaning
- understand basic grammar
- use dictionaries
- work in pairs and groups and communicate in Spanish
- look at life in another culture
- speak in sentences
- explore sounds through songs
- listen to spoken language

The Medium and Short Term Planning ensures that clear learning objectives, outcomes and assessment criteria are highlighted at each stage.

To begin with Spanish will be presented with only oral responses required. When the children begin to show an interest in the written word text is introduced in the form of classroom labels through explicit teaching. No writing is required until the pupils are ready, when copy writing is introduced. It will be taught in an interactive way. Progression is ensured following the key objectives in the framework. Children will have the opportunity to work with the 5 strands: literacy, oracy, Intercultural understanding, knowledge about language and language learning strategies.

Differentiation and Entitlement:

Our aim is to present a differentiated curriculum that extends and fulfils the needs and potentials of every learner. Differentiation is provided through:

- the modification of tasks and activities that take into account individuals' strengths and weaknesses and enable them to participate at an appropriate level
- the provision of support by a teacher or TA
- the expectations of outcomes of tasks and valuing individual achievements and contributions.

Inclusion and Equality of Opportunities:

Our school aims to be an inclusive school. Within the teaching of Spanish, we aim to ensure that all pupils regardless of gender, ethnic origin, cultural background or ability have full access to the Spanish curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high standard as possible.

Embedding MFL in the curriculum and exploiting opportunities:

At St Andrew's, we have a cross curricular approach to learning. Topics are planned to apply skills across the curriculum. Questions are used to inspire and motivate children's learning experience and deepen their understanding and involvement. Visits, visitors, resources and artefacts enhance the learning experience.

Where possible we are hoping to involve the wider communities by:

- Networking with other primary schools
- Involving other adults / children to enhance pupils' experience
- Working with local secondary school to share experience and resources and to ease transition.

Staff roles and responsibilities:

The Language subject leader is responsible for:

- taking an overview of the whole school planning to ensure that there is continuity between year groups and that progression is taking place;

- identifying needs and arrange training so that all staff are confident in how to teach and assess Spanish
- monitoring overall standards and quality of teaching and learning
- monitoring pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible
- ordering, updating and allocating resources
- keeping up to date with changes in the statutory orders and communicate it to staff attending relevant courses
- updating the SLT and the governing body on any developments or changes in the policy
- managing the implementation of the school policy, updating the policy and scheme of work

Class teachers are responsible for:

- medium and short term planning
- providing feedback to the MFL leader indicating resources and training needs;
- assessing the work and progress of pupils;
- participating and acting upon training
- working towards allocating 40 minutes a week to the teaching of Spanish

Assessment, record keeping and reporting

The National Curriculum descriptors are used to describe the range of performance that the majority of pupils' will characteristically demonstrate at the end of each year. The objectives taken from the scheme are used to track if a child is beginning, developing or secure termly. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description. Teachers will indicate the extent to which a pupils' attainment relates to this expectation. This will be based on the ongoing informal assessments the teacher makes which is integral to teaching. Records of planning for each year group will provide information on the range of experiences and activities our children have encountered. Assessment is both formative and summative and is used to support teaching and learning and inform future planning.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. In Spanish, verbal feedback will be given to pupils. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one.

Monitoring and review:

Monitoring is carried out regularly by the language subject leader in the following ways:

- Informal discussion with staff and pupils

- Delivery of planning / lesson observation
- Observation of displays

Feedback is provided to staff, senior managers and governors following monitoring. It is used to inform CPD needs. Any resource requirements are also identified and purchased according to needs and budget as stated in school development plan. This policy is a practical working document for the teaching and learning of Spanish throughout the school. It is therefore subject to regular review in the light of experience, monitoring and changes to national guidance.