



ST CUTHBERT WITH ST MATTHIAS CE SCHOOL

SPANISH POLICY

SEPTEMBER 2021

We take inspiration from our vision,

'As a school community we are inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another courageously and with compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'

Loving one another. Learning for our future.

OUR INTENT:

At St Cuthbert with St Matthias CE School, we are committed to offering pupils a broad and balanced experience of a modern foreign language, Spanish, with opportunities to develop questioning and enquiry through activities that may arise, undertaken individually or in groups, being appropriate to boys, girls and to those from different cultures and home backgrounds.

Pupils are inspired to develop a curiosity and fascination about the world, and its cultures and languages that will remain with them for the rest of their lives. Pupils are equipped with knowledge about diverse places, people, resources and language, together with a deep understanding of why it is beneficial to learn a new and different language. Pupils are taught to consider and question, compare and create hypotheses.

To provide opportunities for the children to:

- be able to communicate with others outside of the UK
- develop a perception of the usefulness of the language and involvement in intercultural activities and exchanges
- discover more about other cultures and peoples, the context in which the language is rooted
- develop pupils' positive view of themselves as language learners

To develop skills through teaching which:

- develop language-learning experiences that pupils perceive as successful
- enable pupils to know how to sound out words in a foreign language
- ensure that the building blocks of language are in place so that pupils can exercise greater autonomy
- enable pupils to see non-native peers communicating effectively
- enable children to take responsibility for their own learning
- provide continuity and progression

To develop children's knowledge of language so that they:

- feel successful in their learning
- are clear about how to make progress

IMPLEMENTATION:

PLANNING including CROSS-CURRICULAR LINKS

We believe that quality planning is essential in all areas of learning. Planning should be clear, succinct and ensure that all pupils are catered for regardless of their needs. Planning should also clearly show continuity and progression through learning stages.



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Long term plans (curriculum maps, subject overviews for year groups) provide details of skills and both disciplinary and substantive knowledge covered across the year. Medium Term plans (termly planning documents) identify aspects to be taught each term and form the basis for title pages and lesson learning objectives.

The planning structure for each year group is organised so that progression through the subject is identified. Vocabulary for each topic taught within each year group is identified on title pages.

We also use a cross-curricular approach through subjects, linking topics where this provides valuable learning. In Spanish, for example, Y6 pupils will create a booklet about a Spanish artist, linking with an art topic. In Y3, pupils may create a Spanish recipe linking to their DT Sandwich topic or PHSE Healthy Lifestyle topic.

LEARNING AND TEACHING STRATEGIES

We follow the 2014 National Curriculum for teaching a modern foreign language. Our Modern Foreign Language, Spanish, is taught to year groups 2-6. To deliver the Language curriculum the children work within class groups. Teachers will expose children to a range of experiential learning opportunities using objects, data, artefacts and resources provided by the school. Appropriate topic-based trips and visitors will be arranged as needed. Our aim is to have either one trip or visitor per year. Pupils additionally receive a half term project on a specific topic and this will enable them to undertake independent research and individually and creatively present their research to an audience – their class. Teachers assess via a star and a wish feedback format.

Whole school co-ordination and support is essential to the development of language enquiry and ability. However it remains the responsibility of the Spanish teacher to:

- Develop pupils' understanding of language and how this has helped to establish specific concepts over time
- Develop specific language research skills and knowledge
- Ensure children have access to a range of artefacts, data and resources; and they are used safely and appropriately
- Ensure that pupils engage in practical spoken experiences and that this is done safely and appropriately
- Ensure that cross curricular links are made wherever possible and valuable
- Differentiate activities appropriately
- Review and monitor progress regularly

ASSESSMENT

We recognise various methods of assessing a child's learning, and use formative and summative assessment to make assessment judgements.

Pupils are then identified as working at a low (WT)/secure (EXP)/high level (GDS).

MARKING

AFL has impacted significantly on the School's Marking Policy to ensure immediate feedback is offered to the pupils. In Spanish, where applicable, teachers must mark according to the Learning Objective (LO). We also make effective use of peer marking. Once they have completed a task, pupils self-reflect on how they



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have done against the LO of the lesson in green pen. Finally, teacher's comments include a star and a wish (next step) which is addressed the following lesson.

MONITORING AND REVIEW

Lesson Observations:

The Spanish teacher, as well as the HT, will complete drop in sessions as part of the monitoring. There will also be an opportunity for formal observations to be completed as part of the Appraisal cycle. The Head Teacher supports our Spanish teacher in developing their practice according to the results of the observations and common principles will be addressed in INSET and staff meeting sessions. Learning Walks with the governors, Diocese and RBKC advisers take place on a cyclical basis.

Planning Look:

The HT and Spanish teacher will monitor the planning at the beginning of the term identifying key strengths and areas for development. Staff meetings can allow time for addressing planning next steps and cross curricular links with class teachers.

Book Look:

The Spanish teacher, as well as the HT, monitor books on a regular basis (half termly and weekly). Key strengths and areas for development will be identified and results will be shared. Governors undertake subject lead meetings or learning walks with the subject leads focussing on intent, implementation and impact. At these meetings book samples and learning evidence are viewed.

Data Analysis:

The Spanish teacher reviews whole school data for their subject and together with book or learning evidence and pupil voice, creates an overview analysis commenting on the standards of achievement in Spanish for each cohort and an overview for the whole school. Training and INSET will be scheduled according to these findings. This data also informs the School Development Plan.

EQUAL OPPORTUNITIES

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Where appropriate, alternative assessments (E.g. P Levels) are used to assess progress. EAL pupils are also assessed across Stages of English Language Development. Personal Learning Plans are reviewed termly and SMART targets are set to ensure progress is attainable. These form the basis for rapid progress targets which identify small steps of daily progress in a child-friendly manner. Pupils take ownership for their goals on clipboards in this way.

ROLES AND RESPONSIBILITIES

The Spanish teacher and Head Teacher will ensure this Policy is implemented consistently throughout the School.

The Governing body in co-operation with the Head Teacher should determine the school's general policy and approach to Modern Foreign Language in the school.

In addition:

The Co-ordinator



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The co-ordinator is responsible for co-ordinating Spanish through the school. This includes:

- To be a role model and demonstrate good practice
- To keep the written policy document up to date and keep under review the Scheme of Work for Modern Foreign Language in line with the requirements of the National Curriculum.
- Encourage and support colleagues where the need arises in the implementation of the agreed procedures and monitor the progression of activities and consistency of approach across both Key Stages
- Manage the financial allocation to Modern Foreign Language effectively and purchase and organise all resources, ensuring they are readily available and well maintained
- Monitor standards in Spanish across the school through classroom observation, work scrutiny, teachers' planning, discussion with pupils and data analysis
- Contribute to whole-school curriculum improvement by advising SLT and Governor Teaching and Learning Committee on areas of strength and areas for development and identify clear targets to improve and sustain pupil achievement
- Lead the teaching of Spanish by example and afford colleagues the opportunity to share in good practice
- Be aware of National development in Modern Foreign Language teaching through reading relevant materials and attending courses when appropriate
- Link with subject leads in alternative settings to work collaboratively and benchmark standards
- Further parental involvement and knowledge by facilitating support and advice through parents meetings and in disseminating relevant information
- Submit regular feedback on standards in Spanish teaching to SLT and in turn the Governors
- Work to achieve equality of opportunity throughout the school

Parents

We encourage parents to be involved by:

- Providing them with a curriculum map so that they can support the learning of the topic at home
- Inviting them into school regularly to share in the children's learning of the topic
- Sending home an annual report outlining their child's progress and targets for the start of the following academic year
- Giving informal feedback of their child's progress in the playground at the end of the day
- Providing parents with weekly updates about Modern Foreign Language learning via our weekly newsletter and via our website

IMPACT: Please visit our website galleries and weekly newsletters.



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Signed: *G. Hutton*

September 2021

Name of School: St Cuthbert with St Matthias CE Primary School

Policy review Date: September 2021

Date of next Review: September 2023

Who reviewed this policy? Ratified by the T&L committee