Blossom Federation

Daubeney, Sebright and Lauriston

MFL: Spanish Policy

Version	Changes made/Details of action plan	By whom	Next Review Due Date
June 2018	First published version	Adolfo Arribas	Summer 2021
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September 2024	Version reviewed	Sara Alonso	Summer 2027

Policy Reviews (Version Control)

Introduction

This policy was generated to set out our vision, aims and strategies for the teaching and learning of languages at The Blossom Federation (Daubeney, Sebright & Lauriston Primary Schools). We consider it the basis for the development of languages (Spanish) for the next three years and it is also available on the schools website.

"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." National curriculum in England: languages programmes of study.

Our philosophy

At the Blossom Federation, our aim is that children develop inquisitive minds, a spirit of curiosity and a passion for life-long learning. We are committed to educating all our children to equip them with the skills and confidence to fully achieve in an ever changing world. Our curriculum stimulates enjoyment of, and commitment to, learning as a means of encouraging the best possible progress and the highest attainment for all our pupils. It also assists our children to develop enquiring minds and the ability to think rationally. This prepares them effectively for the next stage in their education.

Our Modern Foreign Language (MFL) Policy is a reflection of our school philosophy.

Children at the Blossom Federation, regardless of their background and ability, are encouraged to develop their full potential in Spanish. We strive to infuse our pupils with a love of learning Spanish within the context of the culture of the Hispanic world.

Purpose

Our aim is to ensure that children develop a deep interest and appreciation for other cultures and a love of languages. We help them acquire the foundations for further foreign language learning at Key Stage 3 and a smoother transfer to Secondary School. We teach Spanish across KS1 and KS2 as part of the school curriculum. We believe that all children benefit from starting to learn a foreign language at an early age and that this will ease the learning of other foreign languages later in life. The use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. As the second most spoken language in the world, learning Spanish will also prepare pupils to participate in our rapidly changing world in which work and other activities are often carried out in different languages.

Aims and Objectives

· To introduce children to another language in a way that is enjoyable and fun.

· To develop children's understanding of different cultures.

· To make children aware that language has structure and that the structure differs from one language to another.

· To foster an interest in learning other languages.

· To develop children's speaking, listening, reading and writing skills in a foreign language.

· To lay the foundations for future study, so that when children go to secondary school they will do so with a sound basic knowledge of some linguistic structures and associated vocabulary, with an enthusiasm to learn more.

· To promote international links.

· To give an extra dimension to teaching and learning across the curriculum.

Organisation and teaching style

Spanish is taught from Nursery to Year 6 as part of the school curriculum and timetable. We teach in lessons of approximately thirty minutes duration, once a week, reinforced by extended learning in school through a range of activities led by pupils (Spanish Champions) and at home through websites and other ICT resources provided by the school in order to ease progression and enable language skills development.

Excellent accent and intonation are reinforced in every lesson based on an interactive & communicative approach to teaching. For that reason, we emphasise the listening and speaking skills over the reading and writing skills by using multi-sensory and kinaesthetic learning techniques. Phonics is integrated as part of teaching Spanish reading, and pupils' pronunciation is strong as a result.

However, we endeavour to enable our pupils to express their ideas and thoughts in another language by working on the four basic skills: speaking, listening, reading and writing. We use a variety of techniques to encourage pupils to engage actively in Spanish: these include games, role-play, videos, quizzes and songs (particularly action songs). We use ICT, puppets and soft toys to demonstrate the foreign language, and we often use mime to accompany new vocabulary, as this teaches the language with less need for translation. Makaton is used for teaching communication, language and literacy skills.

Sessions are exciting, inspiring and enjoyable, aiming at infusing children with a love of Spanish. We realise that this serves to develop a positive attitude in the children to the learning of modern foreign languages.

We strive to create a safe and relaxed environment based on mutual respect that entices pupils to participate actively, helps them to build their confidence and fosters team spirit.

We allow for differentiation by:

- using peer support;
- setting common tasks which are open-ended and can have a variety of responses;
- providing resources of different complexities, matched to the ability of the child;
- a range of questioning.

Language curriculum

Our Spanish curriculum is based on the guidance material in the Key Stage 2 Framework for Languages, and the Hackney Education Schemes of work for Spanish at Key Stage 1 and 2. We are continuously adapting our Scheme of Work to the context of our school and the abilities of our children, always in alignment with the HE KS2 Programme of Study. Furthermore, a stimulating curriculum and an eclectic approach to teaching enable us to use different techniques and a wide range of resources to provide our children with a high-quality language education. An overview of our scheme of work for both KS1 and KS2 is available on our website. This includes the knowledge which the children should know by the end of each academic year.

We revisit grammar structures, vocabulary and phonics throughout the year and the Key Stage to ensure that pupils demonstrate mastery of learning before moving on to new content. The language learning is based on providing pupils opportunities to practice manipulating the language (in pairs, groups or individually) through listening, reading, speaking and writing activities.

We endeavour to provide our pupils with the foundations and the resources that will enable them to know and understand how 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, and 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, expressing their ideas clearly;
- describe people, places, things and actions in speech and in writing;

- understand basic grammar appropriate to the language being studied; s; 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.

MFL curriculum leadership and management

The Federation's Spanish Leader, Sara Alonso, in conjunction with the Schools Leadership Team, leads the provision of languages (Spanish) within the schools. She is responsible for:

- developing a primary Spanish curriculum that enables progress across KS2;
- leading teaching and learning;
- monitoring and evaluating standards of language teaching and learning across the school;
- organising and managing the resources that support curriculum delivery;
- implementing arrangements for assessment in Spanish and overseeing the recording and reporting of pupil progress;
- creating, adapting and reviewing policies and schemes of work, with support of the School Leadership Team and subject link Governor.

Assessment, recording and reporting

We carry out regular and ongoing assessment activities and collect evidence throughout the school year, which are also available on the school's website. The teacher provides feedback orally to pupils and data of all year groups is transferred internally. Spanish Year 6 data to be transferred to secondary schools is collected in Spring Term. Our assessment policy is based on the Hackney Education Key Stage 2 Programme of Study and End of the Year Objectives. Children are encouraged to give constructive feedback in order to improve their own and each other's work.

MFL teaching in other curriculum areas

Given the time constraints for the teaching of Spanish, we believe that language is best learned if practised throughout the week and by having frequent exposure to it and not just delivered in a weekly lesson. In addition to the use of pupil support (Spanish Champions) and online resources such as Spanish websites, opportunities for speaking Spanish in the playground, in the classroom or communal areas should be exploited. The Spanish Leader will support staff to do this and all staff in the school will be responsible for ensuring this.

Spanish is increasingly being more embedded in the curriculum:

- English. The learning of a modern foreign language (Spanish) naturally contributes to the development of our children's listening and speaking skills in English.

- Maths. KS2 pupils learn numbers and math symbols in Spanish and we teach them to use them to resolve basic math operations in the foreign language.
- Social & Cultural education. We teach pupils about festivals and customs related to the Spanish speaking countries and through videos, books and stories, they develop intercultural understanding.
- Geography. Children increase their knowledge of geography by studying the position of Spain in Europe and of the other Spanish-speaking countries in different continents on a world map. Also by learning the name of geographical features such as cities, countries and continents in Spanish.
- Arts: Pupils learn Spanish (colours, body parts or descriptor words) through some of the most popular and remarkable paintings and other works of art from different Spanish speaking countries.
- Music. We teach children songs in Spanish – both traditional and modern, which helps them develop a sense of rhythm and melody. We also introduce them to the different types of traditional music from the Hispanic World.
- MFL & ICT. We use a range of software and internet resources to support language learning, as well communication methods and activities through the interactive whiteboards that are in each classroom.
- Content and Language Integrated Learning (CLIL). As we aim to engage learners through lessons where they find the content age-appropriate, relevant and interactive, the Spanish Leader plans (sometimes in collaboration) to deliver the learning outcomes of a different curriculum area, e.g. Science, Geography, through Spanish. The principle is one of double impact – learners progress in both their language learning, and their subject learning, and are motivated by the challenge.

Inclusion & equal opportunities

All children at the Blossom Federation enjoy the benefits of learning a modern foreign language and it forms part of the school curriculum policy to provide a broad and balanced education to all children, whatever their ability, religion, ethnicity and gender. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and catering for each child's different needs. One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good oral skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self-esteem and gives pupils a more positive attitude to school in general.

Monitoring & review

A report about the general progress of MFL will be submitted annually to the EHT by the Spanish Leader, which will include feedback from pupils.

Review: September 2027.