**Spanish Policy**



At Havannah we want our children to love Spanish. We want to show pupils the links between knowledge, skills and real life opportunities, for them to have no limits to what their ambitions are. We want our children to grow up having the option to learn and embrace languages and inspire them to travel and absorb other cultures.

 We want them to embody our core values and encourage them to dream big! We have made it our aim to ensure that children experience engaging, memorable Spanish lessons in school. We want our children to leave Havannah with cherished memories and the ability to embrace the opportunities they are presented with in relation to Languages.

 MFL is an inclusive subject that supports speaking and listening skills and helps children to grow their oracy skills in a nurturing and safe environment.

Spanish at Havannah develops a high level of oracy skills and instills a life-long love of language learning by:

* Using games and songs to bring learning to life.
* Developing a grammar-translation approach to MFL teaching within the classroom.
* Improving problem solving skills through making links between the children’s previous knowledge and their current learning.

**Implementation**

MFL at Havannah is based on the 2010 Key Stage 2 Framework for Languages whilst fulfilling the requirements of the 2014 National Curriculum. The KS2 Framework aims to develop language learning across five areas:

· Oracy

· Literacy

· Intercultural Understanding (IU)

· Knowledge about Language (KAL)

Language Learning Strategies (LLS)

The IU, KAL and LLS strands should underpin everything we do in our MFL teaching. In KS1 and LKS2, the focus is primarily on developing oracy, so that children are better prepared to develop their literacy skills in UKS2.



**Spanish Curriculum**

The National curriculum defines the content of the school curriculum for Spanish:

At Havannah Primary, we believe that many children really enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. Also, an advantage of introducing a new language at primary school is that children tend to be less self-conscious about speaking aloud at this stage of their development. Furthermore, it is widely accepted that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children’s ideas in this area as well as giving them a new perspective on their own language.

**Key Stage 1**

MFL is not compulsory at Foundation and KS1 but at the same time we encourage the children to learn as much spoken language as possible through songs and daily activities.

**Key Stage 2**

At Key Stage 2 we use a scheme of work provided by Twinkl as a core tool, which is supported by other resources where appropriate- this is implemented across all classrooms in KS2. We have phased in this programme over 4 years to ensure that all pupils begin at the correct starting point. The scheme ensures that there is continuity and progression in both skills and content across all classes. Although Spanish cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson.

**Equal Opportunities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Spanish provides opportunities for teaching that reinforces this ideal. Special Educational Needs Children with special educational needs are taught the full Spanish curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in Spanish lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.



**Assessment, Record keeping and Reporting**

Children’s work in Spanish is assessed by making informal judgements as we observe them during each Spanish lesson and during informal activities. On completion of a piece of work, the teacher marks the work and where appropriate, highlights the success criteria in accordance with the school’s marking policy and comments as necessary. This will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria: emerging, exceeding and expected expectations for the key Spanish objectives. Teachers should judge which description best fits the pupil’s performance.

It is important in the assessment of Spanish that the children can apply their knowledge, skills and understanding to describe events and to give explanations why people acted as they did.



As a primary school, our aim in Spanish is not to produce fluent speakers, but to prepare children for their language learning journey, no matter what language they study at KS3 and beyond. Being successful in MFL is more than just learning a language. The impact of a successfully implemented MFL teaching is that children:

· Develop oracy and literacy skills at an appropriate level for their age.

· Demonstrate understanding of and respect for cultural diversity.

· Understand the importance of developing tolerance and understanding for others.

· Apply their knowledge of language rules and conventions to new situations.

· Plan, analyse and evaluate ways of learning.

Understand the importance of being understood.

 

**Monitoring and review**

 The Spanish subject leader is responsible for:

* Monitoring the standard of the children’s work and the quality of teaching and learning in Spanish
* Reviewing and updating whole school planning to ensure full coverage of the National Curriculum through the topic units taught
* Supporting colleagues in the planning, teaching and assessment of Spanish
* Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the Spanish curriculum budget.
* Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will involve, where appropriate:

* Planning and book scrutiny
* Interviews with pupils
* Conversations with staff
* Learning walks
* Checking assessments are up to date