

Lovers' Lane Primary and Nursery School



MFL (Spanish) Policy

Date Reviewed: September 2022

Next review date: September 2023

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Introduction

Lovers' Lane Primary is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. Within our diverse and inclusive community we aim to nurture individuals and develop pride and mutual respect for each other and our school through our core values - Show Respect, Work together, Aspire and Nurture.

This policy sets out Lovers' Lane Primary and Nursery School's aims and strategies for the successful delivery of Spanish. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the MFL Leader (Laura Freestone) in consultation with the Headteacher, SENDCO, Leadership Team and teachers.

At Lovers' Lane we teach Spanish to all children in Years 3 – 6 as part of the school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

This policy is based on government recommended/statutory programmes of study.

Objectives and Aims

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;

- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

Subject Overview

Spanish is the modern foreign language that we teach in our school but where possible we use a creative approach to expose children to a range of languages. We base the teaching on the national curriculum and an online resource 'Hola Espanol', which is a resources site for teachers of Languages. Schemes of work are based upon the MFL Curriculum (2014).

We aim to use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. Good practise will include:

- games, role-play and songs (particularly action songs)
- puppets and soft toys to demonstrate
- mime to accompany new vocabulary,
- multi-sensory and kinaesthetic approach to teaching to aide memory
- inviting native speakers into the classroom, where possible, in order to expose the children to more than one voice in the foreign language
- ICT links to native speakers

We aim to emphasise the listening and speaking skills and then develop onto the reading and writing skills. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.

Content of Subject (KS2):

We teach Spanish to children in Key Stage 2 (Year 3, 4 5 and 6) for a lesson per week. Other opportunities for Spanish are encouraged in other curriculum areas, such as music, art, geography etc. Spanish language is displayed in the learning environment to support language learning in school. See the LTP for Spanish to see the progression or skills and objectives covered during KS2.

Equal Opportunities and Inclusion:

At Lovers' Lane we recognise that young people live in a diverse range of cultures, religions and family types. We are committed to working towards equal opportunities in all aspects of school life and will ensure that teaching, learning and resources support this commitment in order to meet the needs of all children. We are strongly committed to supporting all children with a Special Education Need. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We are aware of the many complex and different needs of individuals and aim to make provision for these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom.

Roles of Subject Leader

MFL Lead

- Raising the profile of MFL for all stakeholders.
- Monitoring the standards of MFL and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for MFL.
- Maintaining overall consistency in standards of MFL across the school.
- Reporting on MFL at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark MFL.
- Creating Action Plans for MFL and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Reviewing the MFL curriculum and developing it as needed.
- Working as needed with the Head Teacher to ensure provision is above adequate and all legislation is in place.

Evaluations (Assessment, Attainment and Progress)

Monitoring standards of teaching and learning within MFL is the primary responsibility of the MFL Leader. Details of monitoring and evaluation schedules can be found in the Spanish Action Plan.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.

- Reflective teacher feedback.
- Learning environment monitoring.

Evaluation and Feedback will be achieved through:

- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking MFL provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the MFL Leader in a timely manner.
- Feedback on whole school areas of development in regard to MFL to be fed back through insets/AOB/staff meetings.

Assessment:

We assess the children in order to ensure that they make good progress in this subject. This is done informally during the lessons in order to evaluate what the children have learned and then formally at the end of each children are assessed against the objectives covered.

Assessment is in four key areas:

- listening and responding;
- speaking;
- reading and responding;
- writing.

Resources:

In Spanish we have a variety of resources, we have our online programme 'Hola Espanol' with lots of interactive lessons for teachers to use. We also have many Spanish/English dictionaries and texts written in both Spanish/English for children to use alongside their learning in lessons.

Reviewed by- L.Freestone
Review date- Jan 2022