

“A high-quality language education should foster pupils ‘curiosity and deepen their understanding of the world... The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing... Language teaching should provide the foundation for learning further languages.”

National curriculum in England: languages programmes of study - 11 September 2013

Purpose

At St Scholastica’s Catholic Primary, we believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others.

In addition, our Modern Foreign Language (MFL) Policy is very much a reflection of our school Vision Statement. At St Scholastica’s Primary School, our Vision Statement says:

“Our school is a Catholic community, committed to providing a safe environment where everyone is significant and respected for their differences and achievements. We inspire each other to learn, grow, enjoy and be happy. Nurturing everyone through the love of Jesus Christ, we create a strong self-belief, so that all are prepared to meet the demands of a changing world and make positive contributions.”

Aims and Objectives

- To foster an interest in learning other languages;
- To introduce children to another language in a way that is enjoyable and fun;
- To make children aware that language has structure and that the structure differs from one language to another;
- To develop children’s understanding of different cultures;
- To develop children’s speaking, listening, reading and writing skills;
- 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.

Teaching time

Spanish is taught in all classes from Nursery to Y6. A specialist Spanish teacher teaches in Y2-Y4 for 45 min and Y5 & Y6 for 1 hour each week to teach children Spanish. Nursery, Reception and Y1 are taught for half an hour every week by a specialist Spanish-speaking Teaching Assistant. The specialist teacher plans the lessons and prepares the tasks for each class teacher, as well as displays and any other materials that might be used.

The class teacher and support staff must participate in the lesson and they are given a task by the Spanish teacher to reinforce learning throughout the rest of the week.

Planning and cross-curricular

We follow the Scheme of Work recommended by the HLT, always adapting it to the need of our pupils. And we incorporate cross-curricular links whenever is possible, for example in P.E, Art and linking the Spanish lessons to other subjects (e.g. Science)

ICT is incorporated into the teaching and learning of most lessons through the use of PowerPoints, interactive games, use of iPads, Flip camera, etc. We also have a space dedicated to Spanish on our school website.

Spanish is also be used at the start and end of assemblies. Teaching and support staff should greet and praise children in Spanish.

There is a Spanish week once a year, in which children will be able to learn more about Spanish speaking countries. Trips, visitors, workshops and other events are organised during the academic year.

We have strong links with a primary school in Spain and with Our Lady's Convent secondary school in Hackney.

Differentiation:

Pupils are given appropriate support and challenge according to their ability. The lessons are designed to include every child.

Special Educational Needs

A child with SEN is actively encouraged to participate fully in MFL lessons with the necessary support.

Equal Opportunities

The way the lessons and scheme of work are planned take in to account the differences in interests between boys and girls. We avoid gender stereotyping when organizing into groups and assigning activities. We take in to account the differences of religious and cultural beliefs by highlighting the different religious festivals in the target language countries.

Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes towards cultural diversity.

Assessment and record keeping:

We assess KS2 pupils twice a year and transfer Y6 data to secondary schools. Assessments are based on the Key Stage 2 Programme of Study and End of Year Objectives.

Role of the MFL Coordinator

The MFL coordinator is responsible for coordinating Spanish through the school. This includes:

- Organising provision of resources;
- Writing and reviewing policies and scheme of work, with support from the Head teacher, specialist Spanish teacher and subject link Governor;
- Monitoring standards and progression of the subject throughout the school;
- Ensuring that all members of staff keep up with their weekly tasks;
- Developing links with Secondary schools and schools in Spain;
- Organising Spanish week and school trips.

Role of the Head teacher:

The Head teacher is responsible for the budget allocation and contract for the specialist Spanish teacher.

Role of the Governing Body

Governors ensure that the school fulfils its statutory duties and that Spanish is being taught to a high standard.

Monitoring and review

A report about the progress of MFL is submitted annually to the governor by the Subject leader, which includes feedback from the pupils.

By order of the Governing Body of St Scholastica's Catholic Primary School.

Agreed at the Governing Body Meeting on: Autumn 2016.

(Signed) _____ Date: _____
(Head teacher)

(Signed) _____ Date: _____
(Chair of Governing Body)

(Signed) _____ Date: _____
(Chair of Curriculum Committee of Governing Body)