

nos encanta aprender español



Premio
Español
Primaria

Premio Español Primaria

Hackney Learning Trust is entering the fourth year of the Spanish First Language Initiative. All Hackney primary schools should now be teaching a language to all pupils in Key Stage 2, in line with the statutory requirement to do so. This Award will support the development of primary languages in your school within the curriculum, in line with Government recommendations and the Languages Programme of Study. It provides a methodology to benchmark and define achievement and has been devised by encompassing well established best practice. The aim will be to use this Award as the vehicle for supporting and monitoring primary Spanish provision. There will be no cost to schools this year to participate.

The Premio Español Primaria is endorsed and supported by the British Council, the Spanish Embassy Education Department and the Junta de Castilla y León.

The purpose of this Award is to:

- ▶ Provide a clear framework within which schools can develop their Spanish provision
- ▶ Provide a structure to enable schools to carry out an audit of practice
- ▶ Recognise and celebrate good and outstanding practice

The award is divided into three levels:

- ▶ Bronze
- ▶ Silver
- ▶ Gold

Each school will begin with bronze, and will have a year in which to achieve each level.

The Award is divided into five categories:

- ▶ Curriculum development
- ▶ Teaching, learning and assessment
- ▶ Transition
- ▶ Intercultural understanding
- ▶ Professional development

There are set criteria for each category, and schools need to produce a folder of evidence to demonstrate that the criteria have been met. Once a school is ready to present the necessary evidence, there will be a half day in-school assessment where lessons will be observed, and the folder of evidence will be scrutinised. Successful schools will receive a certificate, plus the logo to use on the school letterhead and displays.

The first Award Ceremony will take place on Friday 7 July 2017.

The Award will be valid for three years, at which point, a review will take place to ensure that the criteria are still being adhered to.



BRONZE CRITERIA

Your first step

Curriculum Development

- The implementation of Spanish is included in the SDP
- The school appoints a Languages Governor
- Annual evaluation of the subject carried out
- There is full SLT support for Spanish
- A Primary Languages Subject Leader has been appointed
- A Primary languages Policy is in place
- All KS2 pupils are learning Spanish throughout KS2 and receive a minimum of 45 minutes dedicated learning each week
- The school has an agreed Scheme of Work or planning in place linked to the current programme of study (showing clear progression across KS2)
- There is a defined budget

Evidence

- ▶ School Development Plan
- ▶ Minutes of Governor appointment and subsequent minutes
- ▶ Languages Policy
- ▶ Job Description of subject leader
- ▶ SLT meeting minutes
- ▶ Scheme of Work
- ▶ Copy of KS2 Spanish timetable
- ▶ Budget details
- ▶ School website

Teaching and Learning and Assessment

- The Subject Leader is keeping a subject folder, which contains all the evidence for the accreditation
- At least 60% of pupils are achieving at expected levels
- Teaching and learning shows evidence of good practice
- Spanish is included in the end of year report to parents
- Annual surveys of pupils carried out
- Regular monitoring (Lesson observations) carried out annually to monitor quality of T&L
- Carries out regular assessment of all year groups and transfers the data internally
- Pupils are assessed on the yearly "Can do" statements
- Information is given to parents about progress in Spanish
- Class teachers regularly reinforce the language learning through daily activities – monitored by the subject lead

Evidence

- ▶ Subject Folder
- ▶ Examples of good practice (writing, video clips, photos)
- ▶ Example of Spanish in the end of year report (according to school policy)
- ▶ Lesson observation notes
- ▶ Pupil feedback

Transition

- Has made contact with a local secondary school
- Submits year 6 data to be transferred to secondary colleagues
- Cross-phase transition activities take place

Evidence

- ▶ Notes of meetings
- ▶ Hackney evidence of data
- ▶ Example(s) of transition activities

Intercultural Understanding

- There are high quality displays around the school, including in public areas
- Language-inspired assemblies take place
- The school has an international ethos and takes every opportunity to develop international understanding eg through the European Day of Languages; Hispanic Week; International Evenings. The school publicises this work on the website and in Newsletters

Evidence

- ▶ School displays
- ▶ Record of assemblies
- ▶ Photos
- ▶ Website

Continuing Professional Development (CPD)

- The Subject Leader attends most of the CPD sessions
- After an audit of staff language skills, staff have access to appropriate training and development
- The school has had a whole school INSET

Evidence

- ▶ CPD record
- ▶ Staff audit
- ▶ Staff feedback

Nicky Pear
Teacher
Holy Trinity
Primary School

“The trip to Spain enabled the children to use Spanish language in a way that they hadn’t done before, in a very real context. From taking part in school lessons in Spanish and socialising with Spanish children during playtime to reading signs on the metro and at the zoo, a week of exposure left them with a vastly improved vocabulary and understanding. This has led to an added desire to speak and take part in Spanish lessons and activities at school since we have returned.”

SILVER CRITERIA

All the criteria for the Bronze plus the following

<p>Curriculum Development</p> <ul style="list-style-type: none"> Spanish is present in the curriculum through cross curricular activities and opportunities The Languages Governor continues to support the development of Spanish Plans are being made for future sustainability 	<p>Evidence</p> <ul style="list-style-type: none"> One identified example of cross curricular activity
<p>Teaching and Learning and Assessment</p> <ul style="list-style-type: none"> The proportion of pupils achieving at the required standard is higher than the previous year Teaching and learning consistently shows evidence of good practice 	<p>Evidence</p> <ul style="list-style-type: none"> Through pupil tracking there is evidence of good progress
<p>Transition</p> <ul style="list-style-type: none"> The Subject Leader has observed a year 7 Spanish lesson at a local secondary school There is a two-way partnership with a local secondary school Collaborative work has been agreed with a link secondary school, is developed and put into place 	<p>Evidence</p> <ul style="list-style-type: none"> Record of visit to secondary school(s) Examples of joint activities/projects
<p>Intercultural Understanding</p> <ul style="list-style-type: none"> Has a link with a Spanish-speaking school Intercultural understanding is promoted through all curriculum areas School has received the Foundation ISA Spanish-speaking parents are regularly involved in supporting the learning External organisations are called on to help bring the language to life 	<p>Evidence</p> <ul style="list-style-type: none"> ISA documentation Curriculum map Record of enrichment activities
<p>Continuing Professional Development (CPD)</p> <ul style="list-style-type: none"> All staff encouraged to improve their own Spanish Staff continue to attend appropriate training sessions for the staff 	<p>Evidence</p> <ul style="list-style-type: none"> CPD record Lesson observations

GOLD CRITERIA

All the criteria for the Bronze and Silver plus the following

<p>Curriculum Development</p> <ul style="list-style-type: none"> Spanish is embedded in the curriculum There are projects or Units of Work linking Spanish to other curriculum areas A clear model for future sustainability is in place 	<p>Evidence</p> <ul style="list-style-type: none"> One identified example of cross curricular project Sustainability plan
<p>Teaching and Learning and Assessment</p> <ul style="list-style-type: none"> The majority of the pupils are achieving at the expected level Teaching and learning shows evidence of outstanding practice 	<p>Evidence</p> <ul style="list-style-type: none"> Through pupil tracking there is evidence of good to outstanding progress
<p>Transition</p> <ul style="list-style-type: none"> Progress of pupils is tracked through secondary school up to GCSE and take up at A level 	<p>Evidence</p> <ul style="list-style-type: none"> Evidence of longitudinal tracking
<p>Intercultural Understanding</p> <ul style="list-style-type: none"> The school takes advantage of Erasmus+ and other funding to enable staff and pupils to meet their partners in Spain The school hosts teachers from abroad The school has achieved the intermediate and working towards the highest Accreditation of the ISA 	<p>Evidence</p> <ul style="list-style-type: none"> Application submitted Record of activities with Spanish nationals
<p>Continuing Professional Development (CPD)</p> <ul style="list-style-type: none"> The school shares its expertise with other schools locally and nationally The Subject Leader contributes well to the CPD sessions 	<p>Evidence</p> <ul style="list-style-type: none"> Record of outreach work CPD programme

Year 5 Pupil
St Scholastica's
Primary School

“The Spanish school we went to had amazing drawings and *Gigantillas*. They are big masks that they wear around the village. Some are up to 100 years old.”

The Spanish Initiative Steering Group wants to thank **Dr Marina Dixon**, Languages Adviser, Schools' Choice, Suffolk for her support in producing the criteria, the **Junta de Castilla y León** and **Jamie Fitzgerald**.

We also want to acknowledge the work of the following people in compiling this Award:

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