



Spanish Policy

**Brierley CE (VC) Primary
School**

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1. Purpose of the policy

This policy reflects the aims and values of Brierley CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website

<https://www.brierleyschool.com/>

2. Subject vision

Here at Brierley CE Primary School, we believe that learning a foreign language provides an opening to other cultures and allows pupils to deepen their understanding of the world. Our Spanish lessons inspire pupils' curiosity to know more about different cultures. Our teaching will equip pupils to express their ideas and respond to questions in Spanish. Our pupils will be given the opportunity to do this in both speech and written forms. Our Spanish curriculum provides opportunities for pupils to communicate in practical purposes and creates new ways of thinking.

3. Aims and outcomes

By the time pupils leave the school, they should:

- Understand that language has structure and that the structure differs from one language to another.
- Be aware of cultural differences between our country and other countries.
- Have developed their speaking and listening skills in Spanish.
- Know how to engage in a conversation using basic Spanish vocabulary.

4. Teaching and learning

Spanish is taught in single aged classes in KS2 from years 3 to 6. Spanish is taught by TA's in years 3, 5 and 6 and by the HLTA in year 4. Lesson plans are based around the Primary Languages Network scheme of work and they are adapted to suit our pupils. The teaching of Spanish may include:

- Whole-class teaching
- Small group discussions
- Looking at photographs showing the differences in culture
- Individual / group work
- Singing songs
- Story-telling
- Role play

5. Curriculum overview

Here at Brierley CE Primary School, pupils will follow a Spanish curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of the Spanish culture and language. Children will know more, remember more and understand more.

5.1 Key Stage (KS) 2

Languages are taught in KS2, from Year 3 to Year 6.

In KS2, pupils will:

- Practise appropriate target language vocabulary.
- Identify and use nouns, adjectives, verbs, prepositions and conjunctions in the language.
- Explore and build a secure understanding of the target language phonics.
- Develop an understanding of the culture of the Spanish culture.
- Have access to native speaker pronunciation in every lesson.

5.2 Programmes of study

	Autumn term	Spring term	Summer term
Year 3	1. A New Start 2. The Calendar and Celebrations	1. Animals I don't like 2. Carnival and using numbers	1. Breakfast, fruit nouns hungry giant 2. Going on a picnic
Year 4	1. Welcome to school Super Learners 2. My Local Area	1. Family tree and faces 2. Face and body parts	1. Feeling unwell/ jungle animals 2. The Weather / Icecream
Year 5	1. My School/ my subject 2. Time in the City	1. Healthy eating-going to market 2. Clothes colours, fashion show	1. Out of this World 2. At the Seaside
Year 6	1. Everyday life 2. Where I live/ where you live	1. Playing and enjoying sport 2. At the funfair/ my favourite things	1. Café Culture and restaurant 2. Performance Time

NEW SPANISH SCHEME OF WORK: Primary Languages Network

Please Note:

FOR ACADEMIC YEAR 2022-2023 KS2 CHILDREN WILL ALL START OFF WITH THE SAME SPANISH TOPIC (YEAR 3 'GETTING STARTED') TO ENSURE CHILDREN HAVE A GOOD UNDERSTANDING OF THE KEY VOCABULARY AND PHRASES USED IN THE YEAR 3 LESSONS.

FOR 2023-2024 YEAR 3 WILL COVER THE YEAR 3 SYLLABUS WHILE YEARS 4- 6 COVER THE YEAR 4 SYLLABUS.

FOR YEAR 2024-2025 YEAR 3 WILL COVER THE YEAR 3 SYLLABUS, YEAR 4 WILL COVER THE YEAR 4 SYLLABUS WHILE YEAR 5 AND 6 WILL COVER THE YEAR 5 SYLLABUS.

FOR YEAR 2025-2026 ALL KS2 YEAR GROUPS SHOULD BE COVERING THE CORRECT SYLLABUS FOR THEIR PARTICULAR YEAR GROUPS.

6. Cross-curricular links

Spanish shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- ICT: use of the internet for research
- Geography: reading maps
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions.

7. Assessment and recording

7.1 Assessment

Brierley CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly, based on the language skills that the medium-term plan requires as a key focus.

At the end of each school pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

7.2 Recording

In Spanish, pupils will record their learning in the following ways:

- Topic books

This may take the form of photographs, pictures, and may be worksheet-based, practical (conversation).

8. Resources

8.1 Textbooks and other equipment

Workbooks

Worksheets

Powerpoint Presentation (Primary Languages Network Scheme of work)

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for languages at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

10. Inclusion

Teachers set high expectations for all pupils in Spanish. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Spanish, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Spanish.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.