

Our Modern Foreign Language Policy is very much a reflection of our Mission Statement.

*As our Mission Statement says: Living, Loving and Learning through Christ'*

**Living** – We provide a safe environment where children are inspired to achieve their true potential.

**Loving** – We learn how to love Jesus and each other. We follow His example by showing kindness and respect to everyone. We see potential in all.

**Learning** - We educate and nurture all to meet the demands of the changing world with Love, Peace and Respect.

'In the knowledge society of the 21st century, language and competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture.' (DFES)

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages 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. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. (National Curriculum)

## **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.

## **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 native Spanish teacher teaches in Yr3-Yr6 – a 40 minute each week to teach children Spanish, while Y3 are taught by another native Spanish teacher. Nursery, Reception Y1 and Y2 are taught for half an hour every week by a specialist native 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 such as Linguafun, Rockalingua or Kahoot, use of iPads, Flip camera, etc. We also have a space dedicated to Spanish on our school website.

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

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

### **Differentiation:**

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

### **Special Educational Needs**

Children with SEN are 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 into account the different interests between boys and girls. We avoid gender stereotyping when organising groups and assigning activities. We take into account different 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 schools in Spain;
- Organising Spanish week and school trips.

### **Role of the Head teacher:**

The Head teacher is responsible for the budget allocation and overall delivery of Spanish.

### **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: March 2021.

(Signed) \_\_\_\_\_ Date: \_\_\_\_\_  
(Head teacher)

(Signed) \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of Governing Body)

(Signed) \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of Curriculum Committee of Governing Body)

Review Date: Spring term 2023