



Spanish Policy

Date: September 2024

Review date: September 2025



Policy Changes

Date	Actions
September 2021	Policy implementation
September 2022	No changes
September 2023	Reviewed and updated
September 2024	Reviewed and updated

Subject Leader

Date	Subject Leader
September 2021	Anthony Klimiuk
September 2022	Anthony Klimiuk
September 2023	Anthony Klimiuk
September 2024	Anthony Klimiuk



Mission Statement

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

Curriculum

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Masefield, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

Curriculum Intent for Spanish

The Spanish curriculum at Masefield is rooted in the belief that high-quality language education should foster children's curiosity and deepen their understanding of the world. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The formal teaching of Spanish in Key Stage 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3.

At Masefield, Spanish is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Spanish teaching.

The school's long term plan for Spanish sets out the content of teaching within in each year group. This is supported by the school's Spanish progression document which demonstrates learning outcomes within each strand of development within a Spanish unit. Catherine Cheater materials for Spanish provide a framework for staff to develop their lessons. This is adapted to match the school's own curriculum intent whilst providing a supportive structure and resource for staff. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the Spanish curriculum provides structured opportunities for pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- be able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.



Teaching and Learning Spanish

In addition to the conscious structure and design of the Spanish curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

Seesaw

Seesaw is an online portfolio that collates pupil's work that has been completed digitally. This software allows teachers and pupils to give feedback verbally and provides a useful record of spoken work and assessment of factors such as pronunciation.

Knowledge Organisers

Each unit of work has a corresponding knowledge organiser which has been designed purposefully alongside the subject content and progression. These are used by all year groups in each lesson. They are used in a variety of ways in the classroom:

- To draw pupil's attention to the facts they will learn and how these fit into the bigger picture. This gives pupils a sense of perspective and coherence.
- To assess pupils understanding about a unit.
- To support learning at home through homework tasks and projects.
- To check previous knowledge by revisiting at regular intervals (knowledge days).
- To make clear links with prior and future learning.
- To ensure progression of key concepts and vocabulary.

Knowledge Days

The development of pupil's memory is an integral part of everything we do. Long-term memory is now viewed as the central, dominant structure of human cognition. Everything we see, hear, and think about is dependent on and influenced by our long-term memory. Therefore we must ensure pupils have the opportunity to develop their memory each day and give them activities that allow them to practice previously learnt knowledge. Knowledge Days take place each half term. These are planned in advance so teachers have time to prepare resources.

Pupils revisit learning using low-stake quizzes and presentations. LBQ is used for retrieval practice and group presentations are used to share understanding of a previously learnt topic. It is expected that each group within a class will focus on different areas of previously learnt knowledge then share their understanding of this with the rest of the class.

Learning by Questions (LBQ)

LBQ is used as a diagnostic tool at the start of a unit of work in order to assess and revisit prior learning within a curriculum strand. It is also used as one part of the end of unit assessment. During knowledge days, LBQ is used to revisit and/or reassess previous learning.



Assessment

Progress and attainment in Spanish is tracked using the school's own assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. Teacher assessment of the Spanish work produced and skills developed is assessed alongside key subject knowledge, written and spoken ability. The assessment of knowledge takes place through the use of Learning by Questions (LBQ). Pupils answer a series of questions specific to the unit of work they have studied. This **retrieval practice** allows pupils to retrieve previously taught information from the long term memory. This assessment alongside assessment of pupils practical work is used to make an overall assessment of learning. This is recorded on the cohort's Spanish tracker.

The Spanish tracker provides a cohesive picture of Spanish attainment for each cohort and clearly identifies pupils requiring additional support. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in Spanish across cohorts, groups and the whole school.

Through targeted intervention and revisiting learning through 'Knowledge Days', assessment remains functional and fluid and is updated to reflect the impact of intervention and also the further progress pupils have made.

Resources

The organisation and deployment of resources is the responsibility of the subject leader. Management, equipment and resources for Spanish are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

Continuing Professional Development

In order to ensure the highest quality teaching and learning in Spanish, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the Spanish subject leader who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

Subject Leadership

The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of Spanish teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the Spanish budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;



- attending relevant INSET training;
- reviewing regularly the contribution made by Spanish to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of Spanish across the school

Spiritual, Moral, Social and Cultural Development

Cultural development and cultural awareness are fundamental in language learning at Masfield. At all stages of teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant.

Equal Opportunity and Inclusion

At Red, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual. The Spanish curriculum responds to individual needs in an inclusive and supportive manner which promotes and supports the mental health and wellbeing of all stakeholders & pupils.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.