



Faith is all around us.  
 We have to have faith in ourselves in order to be the best that we can be.  
 We are a small school, with big hearts and together we beat as one.  
 Sowing seeds of knowledge and faith, with nurture and love  
 We thrive, we grow.

**WISTOW PAROCHIAL C of E PRIMARY SCHOOL**  
**Head Teacher: Carla Cox**

**Modern Foreign Languages Policy**

Document Status			
<b>Date of next review</b>	December 2025	<b>Responsibility</b>	Curriculum
<b>Date of Policy Creation</b>	September 2023		
<b>Date of Policy Adoption by Governing Body</b>		<b>Responsibility</b>	Andy Kehoe
October 2023 <i>Adopted newly as MFL – Spanish, moving over from French.</i>		<b>Signed</b>	
<b>Method of Communication</b> Website, Server, General Policy File in Office			

**Aims**

At Wistow Parochial Primary School we aim to raise standards and achievements in Spanish for all children through quality first teaching in a dyslexia friendly environment. We believe that high standards of behaviour are achieved through working in partnerships with parents and the community. Cultural diversity is valued and all members, both adults and children, are treated with respect. The early identification of individual needs, through on going monitoring and assessment enables us to meet the needs of all the learners. Pupils well-being and standards are at the forefront of all we do. In a safe, and healthy and stimulating environment children are expected to achieve their full potential in order that they can make a positive contribution to society.

**Teaching and Learning Overview**

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

*The national curriculum for languages aims to ensure that all pupils:*

- *understand and respond to spoken and written language from a variety of authentic sources*
- *speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation*
- *can 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*

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Organisation**

Spanish is taught in a whole-class setting, by the class teacher or HLTA. As a school, we use Language Angels programme to plan, implement and assess our pupils learning. The lessons are designed to motivate children from the first moment and are mainly practical in focus, through fun activities and song. They have clear, intent, implementation and impact and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each Key Stage 2 class has a lesson of at least thirty minutes per week. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. Spanish lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible. Lessons focus on speaking and listening. However, when appropriate, children record written work informally in books.

Our Reception and Key Stage 1 pupils also have the opportunity to learn Spanish in short sessions, with the resource Language Angels.

### **Assessment and record keeping**

Informal assessment of progress will be made by the language provider during lessons through questioning and oral feedback. The Subject Leader monitors the effectiveness of the procedures implemented.

**Monitoring and evaluation**

The MFL Subject leader monitors planning and delivery on a termly basis. Findings are shared with the SLT and the MFL action plan is updated as appropriate.