



St James' Lanehead Church of England Primary School

Modern Foreign Languages Policy

Date of Policy:	July 2025
Person Responsible:	Mr N Holt
To be reviewed:	Three Yearly
Review Date:	July 2028

1. Rationale

At St. James' Lanehead C of E Primary School, we are committed to the provision of Modern Foreign Language learning, and the focus language taught across our school is Spanish. We listened to our pupils through conducting a pupil voice and children voted to learn Spanish in our school. This is because many of our children go away on holiday to countries that speak Spanish and the children believed that this would benefit them with skills to communicate in the language when away on holiday. We firmly believe that learning a foreign language will foster children's curiosity and deepen their understanding of the world. It can provide a valuable insight to the cultures and societies where Spanish is a predominant language. We believe that the skills, knowledge and understanding gained through learning a foreign language make a major contribution to their understanding of their own cultures and those of others. Language learning also lies at the heart of ideas about individual identity and community. For this reason, language learning can give children a new perspective on their own language and cultural identity.

Furthermore, we believe that language is at the heart of all learning. It is how information is received and communicated from the earliest stages of our development. Therefore, learning a language helps develop the understanding of the many purposes for which language is used. It provides many practical scenarios for verbal and written communication. At St. James' Lanehead, language learning is intended to give learners increased opportunity for verbal communication. We believe this will enhance confidence and the willingness children have to participate in purposeful dialogue; experimenting with language and using it creatively.

2. Aims of Subject

The aims of Modern Foreign Languages at St. James' Lanehead are:

- To develop an interest in learning to speak a language other than English.
- To improve the confidence of pupils to use the skills of listening, speaking, reading and writing in another language.
- To make children aware of the importance and relevance of language learning and how skills acquired through learning a new language are transferrable to other aspects of life.
- To motivate language learning using strategies that are enjoyable and accessible to all.
- To stimulate and encourage children's curiosity about language and creativity in experimenting with it.
- To provide an all-encompassing approach to language learning, where the Spanish language is embedded into a diverse range of activities and aspects of the school day.

- To find different ways of communicating meaning, including discussion and asking questions while continually improving pronunciation and intonation.
- To encourage children to discover more about other cultures. Comparing their own cultural identity with diverse cultures and societies in locations other than their own.
- To develop awareness of the history of other countries and peoples and how this shapes their society, customs and celebrations.
- To make children aware of how their lives can be enriched through increased multicultural awareness.
- To make children aware of the benefits of language learning and the opportunities available to those capable of speaking a foreign language.
- To lay the foundations for future study of languages at Secondary School, in further education and beyond.

3. Curriculum

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

Approaches and activities include:

- Almost exclusive use of the foreign language during lessons
- Providing opportunities in each lesson for pupils to use and practise what they have learned
- Language games to enhance motivation, contextualise learning and heighten enjoyment
- Learning songs and rhymes and stories
- Focus on grammatical structures and phonology.
- Pair-work and group work
- Use of authentic materials
- Use of ICT where relevant and appropriate – for example commercially produced software, teacher produced resources, internet research and use of the interactive whiteboard
- Written activities to reinforce learning
- Correspondence with partner schools focusing on cultural differences and similarities

The curriculum is taught in accordance with schemes of work designed by the local authority linked to the Primary Languages Network and in line with requirements set

out in the DfE Programmes of study. At St. James' Lanehead we offer Spanish language in Key Stage 2, the requirement is for one hour of MFL per week. As we don't have any language specialists in school we use the Primary Languages Network that provides us with a native speaker in the mother tongue to help support our teachers and teaching assistants to deliver Spanish in school. This offers excellent opportunities for our children to listen to and rehearse accurate pronunciation and intonation, which benefits them greatly as they move on to Secondary school. This also provides our teaching staff with increased confidence to teach Spanish in school.

Through these lessons, teachers build upon prior learning by further rehearsal of subject vocabulary, following the teaching sequence of repetition, recognition and production. To consolidate this learning, pupils participate in a range of activities including songs, games and role play. Children will also produce written work at the end of each unit.

We believe that in order for Spanish to maintain a high profile amongst staff and students in our school, we must embed the learning and utilisation of the language into other aspects of school routine. This gives children contextual opportunities to use the skills and vocabulary they have acquired. In addition to one hour of MFL learning each week, children are therefore encouraged to use Spanish as often as possible during the school day and teaching staff ensure that they are given opportunities to do so.

4. Inclusion

St. James' Lanehead is committed to: -

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Using materials for teaching which avoid stereo-typing and bias towards different groups of society.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

In the provision of Modern Foreign Language learning, it is essential that all pupils are equally valued, including those who need extra support for a range of educational needs and more-able pupils. To ensure that all pupils recognise and fulfil their potential the following strategies for differentiation are employed:

- The use of visual aids / gestures.
- Choral and individual repetition
- Physical responses to questions
- Open and closed questions

- Multiple choice questions
- Tasks with small, clearly identified steps
- Practical activities
- Higher achievers encouraged to lead specific language tasks
- Use of teaching assistant to support some learners
- Appropriate pupil groupings
- Differentiated written work

Learning a language in the primary phase should be a positive experience for all pupils. Differentiation is essential if all pupils are to regularly experience success. Every opportunity is taken to enable pupils to progress according to their abilities.

5. PSHE & Citizenship

At St. James' Lanehead, we encourage children to develop a sense of their responsibilities to one another, not only inside school but also within the wider communities and society. Spanish teaching encourages children to work collaboratively and celebrate the achievements of one another. Children are encouraged during lessons to participate actively and progress within the subject builds not only the language skills of our pupils but also their confidence and self-esteem.

Our curriculum goes beyond simple language learning; we consider historical and cultural similarities and differences in the Spanish speaking world. In doing so, children are reminded of their own place within British society and of the importance of our own cultural identity, practices and values. Children become aware of the challenges communication can present and how they are equipped to overcome these. Spreading awareness of the values and practices that are important to people from other countries, Spanish cultural understanding promotes tolerance of others and a greater acceptance of the diversity of the world we live in.

6. Contribution of MFL to other curriculum areas:

Spanish contributes to many areas of the curriculum at St James' Lanehead and provides considerable opportunities for cross-curricular teaching and learning. Spanish offers notable opportunities for the following: -

English:

- Children spend much of their time during Spanish lessons speaking, listening and interacting; much more than in most other subjects. They take part in role plays, conversations and question and answer work. This emphasis on communication heightens their overall verbal communication skills.

Maths:

- Spanish and Maths cross curricular learning is possible through the use of games which test number recognition and number bonds and counting in multiples of ten.
- Telling the time in Spanish is taught in Key Stage 2. Children can learn to say different times by responding to analogue and digital clocks as well as interpreting information from timetables. There are also opportunities to learn about time zones and to compare times in other parts of the Spanish speaking world.

Art:

- When learning about particular art movements such as 'Impressionism' and 'Fauvism', children can research and study the works of notable Spanish painters and have the opportunity to produce their own artwork influenced by that particular style.
- During language week or Spanish Day, whole school activities may include each year group producing artwork inspired by a different Spanish artist or work that depicts various landmarks in Spain.

Music:

- Vocabulary is taught through songs performed as a whole class. This contextualises the learning of Spanish and of Music in a framework that is enjoyed by most pupils.
- During celebrations such as European Language Day, children are given the opportunity to listen to pieces of traditional and contemporary Spanish music from a range of genres.

History and Geography:

- Children can use their map reading skills in order to locate different countries within the Spanish speaking world and see where they are in relation to the UK. They can study maps of Spain to locate important cities, landmarks and physical features whilst comparing the climate with that of the UK. This will enable children to better understand what it might be like to live in one of these countries and understand their societies.
- Our Spanish programme aims not only to boost proficiency in speaking and listening to Spanish but to foster an interest in Spanish culture and History. Children are made aware of places in the world other than Spain which have Spanish as an official or first language. Elements of their culture and history are shared to heighten children's awareness of the world we live in and the diversity of cultures who share a common language.
- Key moments in current affairs and events of historical significance for Spain and other countries in the Spanish speaking world are shared and celebrated to ignite children's passion for the Spanish language and culture.

7. Assessment and recording

Assessment is an integral part of the MFL programme at St. James' Lanehead. Pupils' understanding is assessed during lessons delivered by the teacher. Children are also given opportunities to self-assess and consider the understanding of their peers through questioning, games and role plays that all form part of the Spanish lesson. This allows teachers to consider the understanding of pupils and they are then able to make an assessment judgement of individual learners.

At the completion of each half term, teacher's will look at the 'Assessment for learning clouds' stuck into the front of each child's Spanish book and tick off which learning objectives children have achieved. As well as this, children will complete what we call a 'Puzzle it out' summative activity to assess what they have learnt in Spanish throughout the half term. This gives teacher's further judgement on where each child is at in Spanish at the end of each half term. This records the competencies of each pupil for the aspects of the programme of study taught during that period. Reports are delivered to parents during the end of the autumn, spring and summer terms which lists the progress for their child in terms of their learning of Spanish.

8. Monitoring and Evaluation:

Monitoring and evaluation play a significant role in maintaining a high level of quality foreign language teaching and help ensure high levels of attainment by our pupils. The MFL Co-ordinator will liaise with senior management and members of the local authority MFL management team in order to monitor and evaluate language teaching and learning throughout the school. Evaluation of children's progress mentioned in the previous section is recorded consistently throughout the school in order to demonstrate with clarity, the progress and achievements of our pupils in response to each unit of work.

9. Role of the MFL Leader:

- Ensure that a member of staff is always present in Spanish lessons and is encouraged to take part.
- Embedding Spanish across the school through use of Spanish in other subjects and outside discreet lesson for example in everyday classroom routines.
- Development of creative curriculum e.g.: Spanish links in other subjects such as Art, Geography, History and Music.
- Ensure awareness of requirements of staff to enable them to provide effective Spanish teaching through auditing of staff needs, competencies and requirements.
- Where possible, to support staff in delivering MFL by providing resources and informing them of any training opportunities.

- Attend any central training and meetings as appropriate and disseminate information back to staff.
- Monitoring of MFL lessons.
- Co-ordinate festivals/celebrations and any other Spanish events in school.
- Liaise with International Subject Leader to establish links with schools in other countries where Spanish is the predominant language.
- Liaise with secondary schools regarding transition from KS2 to KS3.

10. Resources

Resources specific to Spanish teaching and learning can be found on the Primary Languages Network as well as the Teachers' One Drive. These have been collated by the MFL Co-ordinator and PLN management team. Resources have been organised and grouped into each year group and organised into categories so that staff can quickly locate any resources required for the teaching of a particular element of the schemes of work. Support of a native speaker can be accessed on the Primary Languages Network.

11. Displays and Celebration of Learning:

At St. James' Lanehead, children's work and achievements are celebrated in a variety of ways. Displays placed at locations around the school are aimed to encourage a curiosity and love for language learning. They are designed to raise the profile of the Spanish language in order that pupils, staff and visitors to our school are aware of the importance given to Spanish and how it plays a part in the daily life of our school.

It is recommended therefore, that in each KS2 classroom, we have a Spanish working wall to promote prior as well as new learning linked to topics taught for each half term. Teachers should use any opportunities to make cultural or linguistic displays cross-curricular, so that they link to topics or areas of study from other aspects of the curriculum. By using this approach, there are opportunities to incorporate and celebrate children's own work as part of classroom displays.

Name: Mr N. Holt

MFL Coordinator

This policy will be reviewed every three years.

Approved: Mrs. M Dugale

Review Date: June 2025 to June 2028