

Formosa Drive, Liverpool, L10 7LD

**Spanish Policy**

**Subject Leader: Mrs A Rose**

**Date: December 2022**

**Review Date: December 2024**

**Our School Mission Statement**

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone’s well-being and mental health, valuing and supporting each other as an integral part of our school life.

**Rationale**

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, carers, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Spanish. It reflects the essential part that Spanish plays in the education of our pupils. It is important that a positive attitude towards Spanish is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of current National Curriculum requirements.

**Introduction**

At Fazakerley Primary we are committed to providing our children with a high quality education that that responds to the needs of our children and the world around them. We live in a city rich in culture and we want to foster a natural curiosity of cultures around the world by providing the children with the foundations of language learning and developing a love of learning to speak and write other languages. As part of our curriculum we offer the children the opportunity to learn Spanish. By building children’s confidence and fluency in Spanish we are helping them to understand their place as a global citizen, foster positive attitudes to other cultures and inspire children and develop their aspirations of living and working in other countries.

**Aims:**

Through our Spanish lessons we provide our pupils with opportunities 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.

**Subject Delivery**

In order to ensure children are receiving authentic high quality language teaching, we employ Spanish speaking specialists from School Improvement Liverpool to work alongside our teachers. Spanish vocabulary is explicitly taught and displayed within each class to allow children to explore the subject, build skills and knowledge and develop their potential to become confident learners. We use a variety of teaching and learning styles in our English lessons in order to meet the individual needs of all our pupils. We strongly believe in maintaining high expectations of **all** our pupils and that with the right support they can **all** achieve their full potential. We endeavour at all times to set work that has high expectations for all, is challenging, motivating and encourages pupils to talk about what they have been doing.

Teaching in all our classrooms provides opportunities for:

* group work
* guided work
* paired work
* whole class teaching
* individual work

**Time Allocation**

All children in KS2 receive a 30-minute weekly language lesson delivered in Spanish to allow children to be totally immersed in their language learning.

**Children’s Work**

There are different places where pupils can record their work in Spanish sessions/lessons:

* Spanish Book: this is mainly used for assessment activities.
* SEESAW App: pupils can complete work individually or within small group/whole class situations. There is also the option here to record audio and video of children’s explanations/work here.
* Working Wall: Post it notes, photocopies of whiteboard activities can be displayed and refered to in future lessons.

**Resources**

It is the responsibility of the Spanish Subject Leader to purchase, store and maintain new Spanish resources. All staff members will be involved in identifying the needs for new resources and will inform the Spanish Subject Leader of any areas in which resources could be improved.

**Environment – Displays, Working Walls and Help Desks**

The learning environment is key to supporting our children’s learning and a Spanish working wall is a key part of this. In every KS2 classroom there is a Spanish Working Wall, which incorporates the three pillars of Phonics, Vocabulary and Grammar. This is a public display of the prior learning, vocabulary required and the strands being used in the learning of the current topic being taught. A plan of what should be included on all Spanish Working Walls is an appendix within the Classroom Display Policy. Teachers use this display to support their teaching inputs and pupils are encouraged to utilise this display in each lesson as a supportive resource in their work. Spanish displays in communal areas of school incorporate videos and written work to showcase all strands within Spanish (Speaking and Listening, Reading and Writing) and demonstrate how learning is progressed and builds upon prior knowledge.

(Please see Environment Policy for more details)

**Planning**

We adopt School Improvement Liverpool’s planning for Spanish, which adopts a ‘RRP’ approach. The sequence of learning has 3 main strands: Repetition, recognition and production. The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points. It is progressive and constantly builds upon prior learning, which enables the pupils to know more and remember more.

**Equal Opportunities**

* All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced Spanish curriculum. We have high expectations of all our pupils.
* Attainment of boys and girls as well as the achievement of other groups (e.g. SEND, EAL, Pupil Premium) is carefully monitored.
* Teachers and the FLT plan careful differentiation and provide resources that enable pupils to access their year group objectives at some level wherever possible.
* Suitable resources and learning environments will be made available to enable pupils to access the learning required.

**Special Needs**

We believe that quality first teaching is essential in identifying and catering for the specific needs of all of our children. Teachers differentiate their questioning and level of support provided in order to ensure that all needs are met. Teachers monitor the progress of our pupils very carefully and if it is deemed that a child is not making expected progress, then the teacher identifies this to the SENDCo as a ‘teacher concern’ and additional provision is then planned. The provision is then monitored using the ‘assess, plan, do, review’ cycle. If at this point, it is still deemed that the child is not making sufficient progress, then we would seek additional advice from external agencies. This is classed as ‘SEN support’ and pupils and parents are invited to contribute towards the child’s one-page profile, which considers the views of the child, the school and the parents. This profile suggests recommended outcomes which are reviewed termly. The child’s input is integral to the success of this profile as it allows the child to freely express how they feel about their learning and how school can support them.

**EAL**

We are aware that pupils with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

**More Able Children**

We ensure that our more able pupils are constantly challenged through differentiated tasks, more challenging success criteria as well as the requirement for our more able to constantly evidence the application for Spanish skills within a breadth of activities and across the curriculum.

**Monitoring**

Monitoring is undertaken in various ways:

* The Spanish Subject Leader /SLT observes lessons usually with a focus that is a whole-school issue or area for development.
* Monitoring pupils’ work in Spanish books and on Seesaw app.
* Learning Walks – usually with a specific focus of interest. This includes evaluating the quality of the learning environment and use of working walls/help desks etc.
* Staff, parent/carer and pupil voice.

The outcomes of monitoring are shared with staff during staff briefings.

**Assessment**

Please read our school’s ‘Assessment’ and ‘Marking and Feedback’ policies, which this policy runs alongside.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. It is both formative and summative. In our school we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Information for assessment will be gathered in various ways: by talking to the children, observing their work, marking their work and the use of video evidence. Teachers/FLT will use these assessments to plan further work and inform the design of future lessons.

See ‘Assessment Policy’ for our timetable of assessment throughout the year. Summative assessments for Spanish take place at the end of each half term to inform future learning.

**Role of Subject Leader**

The Spanish Subject Leader is responsible for co-ordinating Spanish through the school. This includes:

* devising an Action Plan at the beginning of each academic year based on the needs of

the pupils, staff and whole school. To action, monitor and evaluate the progress of this

throughout the year including writing an impact report at the end of the academic year.

* Ensuring continuity and progression from year group to year group.
* Providing all members of staff with guidelines and planning frameworks to show how aims are to be achieved and how the variety of all aspects of Spanish are to be taught
* Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
* To provide, where necessary, in-house training.
* Advising and supporting colleagues in the implementation and assessment of Spanish throughout the school.
* Assisting with requisition and maintenance of resources required for the teaching of Spanish. Again this will be within the confines of the school budget.
* Complete monitoring of children’s books (termly). If it is deemed necessary – scrutiny of planning to answer questions raised in book monitoring.
* Carry out staff & pupil voice interviews.
* Classroom Observations and Learning Walks
* Attend Subject Leader Briefings led by the local authority.
* Write termly reports for governors outlining the current picture of Spanish within school.

**Role of Class Teacher**

* To ensure progression in the acquisition of Spanish skills in line with this policy, our school Spanish Vision and the National Curriculum for Spanish.
* To ensure they are familiar with the plans, know and understand the clearly defined end points.
* To develop and update skills, knowledge and understanding of Spanish by participating in Spanish lessons and team teaching with the FLT.
* To identify CPD needs in Spanish and take advantage of training opportunities, sharing these with the subject leader.
* To keep appropriate on-going records and assessments (in line with assessment policy).
* To inform parents of pupils’ progress, achievements and attainment

**Website Information**

It is the responsibility of the Spanish Subject Leader to keep up to date with the statutory requirements of Spanish and to ensure that all information is provided to the website manager for upload onto the school’s website.

**Governors**

At Fazakerley School, we have an identified governor for Spanish who is invited to meet with the Spanish Subject Leader each term. This governor reports these discussions back to the curriculum committee.

**Parents**

Parents are important influences on pupils’ attitude and attainment. Home-School projects for Spanish are provided and we actively encourage and involve parents in school life through:

* Homework – Spelling practice
* Parent Workshop mornings
* Stay & Play sessions
* Information-giving sessions
* Newsletters
* Parents’ Evenings
* Annual written reports

Sign: Mrs A Rose Date: December 2022