



Learn and Grow Together in Christ

**St. Mary's RC Primary School**

**Modern Foreign Languages - Spanish Policy**

**2025-2026**

Reviewed by K. Blezard - December 2025

Agreed by Governing Board – December 2025

Policy will be reviewed by December 2026

## **Our Mission**

St. Mary's Roman Catholic Primary School is a place where the Spirit of Christ lives. It is a caring, inclusive school where all children are welcomed and nurtured in a union of support between school, home and parish. Our faith permeates a broad, balanced and challenging curriculum which enables each child to reach their full potential. We celebrate the uniqueness of the individual and believe that each child is created in the image and likeness of God and has a spiritual journey to fulfil which is nourished by the teachings and practices of the Roman Catholic Church.

Our Mission Statement is 'To Learn and Grow Together in Christ' so that our children:

- feel valued and understand that they are part of God's loving family
- fulfil their potential and become the person God wants them to be
- lead each other to Christ
- care for, respect and appreciate others and God's world
- develop positive supportive relationships
- have a deeper knowledge and understanding of the Catholic faith whilst experiencing and celebrating God's love through the sacraments and meaningful worship and liturgy

## **INTENT**

### **Aims and Objectives**

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

## **IMPLEMENTATION**

### **1. Statutory Requirements**

- 1.1 This policy reflects the requirements of the *National Curriculum Programmes of Study*, which all maintained schools in England must teach.
- 1.2 It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of governing boards set out in the Department for Education's *Governance Handbook*.
- 1.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*.

### **2. Subject Organisation**

#### **2.1 Planning**

Spanish is taught in a whole-class setting by the class teacher or HLTA.

Teachers plan their lessons using the Language Angels scheme of work.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through adaptive teaching or support from an adult.

Each class in KS2 will be taught up to two units of Spanish per term.

Spanish lessons may include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise.

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

#### **2.2 Cross-curricular links**

Links are made to History, Geography, Music and SMSC throughout the Key Stage.

### **3. Equal Opportunities**

#### **3.1 Protected Characteristics and Inclusion**

3.1.1 All children in school have regular access to Spanish appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our Spanish planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

3.1.2 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teacher's planning will ensure that children who are more-able or those with low prior attainment are catered for.

The Pupil Premium strategy outlines provision for pupils from disadvantaged backgrounds.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

3.1.3 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **4. Spiritual, Moral, Social and Cultural Development**

We support children to develop spiritually, morally, socially and culturally in a variety of ways in our teaching of Spanish, opening up discussion for children and prompting their thinking on a range of issues. We provide speaking and listening opportunities, and support the children in working together successfully, as well as guiding them to provide feedback to their peers in a constructive way.

## **5. Assessment and Reporting**

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.
3. Summative assessments will be recorded on the school tracking system, Sonar.

## **6. Role of the Subject Leader**

### **6.1 Monitoring and Review**

Work completed by the children should be kept in their books which can be passed through the years and become a portfolio of their learning. The subject leader will use this, alongside pupil voice, lesson observations and assessment data to monitor teaching, attainment and progress in Spanish.

### **6.2 Resources**

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

## **7. Role of the Governing Body**

7.1 The governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

7.2 The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## **8. Linked Policies**

This policy should be read in conjunction with the following policies:

- Marking and Feedback

- Special Educational Needs and Disabilities
- Assessment
- Behaviour
- Presentation
- Pupil Premium

## **9. Policy Review**

This policy will be reviewed annually.