



Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

(To be read in conjunction with the Creative Curriculum Policy)



Spanish Curriculum Policy

Our curriculum has been reviewed in the light of national developments, including the new Primary Curriculum published in Autumn 2014.

Intent

At Park Brow Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All Key Stage 2 pupils are entitled to foreign language learning in school time. Park Brow Primary School recognises the value of this initiative and will provide age-appropriate Primary Languages learning opportunities for all children in Years 3-6. The focus language taught in our school is Spanish. In preparation for Spanish teaching in KS2 the children within KS1 learn elementary Spanish.

Aims and objectives of Primary Languages education at Park Brow Primary School

The aims of Primary Languages teaching at Park Brow Primary School are to foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils; stimulate and encourage children's curiosity about language and creativity in experimenting with it; support oracy and literacy, and in particular develop speaking and listening skills; help children develop their awareness of cultural similarities and differences; lay the foundations for future language study by pupils; provide

an added perspective on first language teaching and learning; give an extra dimension to teaching and learning across the curriculum.

Speaking and listening

The children will learn to listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English; understand and respond with increasing competence, accuracy and confidence in a range of situations; join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way; take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings; memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and writing

The children will learn to remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities; read stories and rhymes for enjoyment and to gain awareness of the structure of the written language; read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date; write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to describe the life of children in the countries where the language is spoken; identify similarities and differences in everyday life, social conventions, traditional stories and celebrations; recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others; recognise and mistrust stereotypes, and understand and respect cultural diversity.

Curriculum drivers

In addition to the content that is driven by the curriculum objectives we have developed curriculum drivers - Key elements that form relentless, consistent threads that run through our curriculum. These were devised by staff to meet the wider needs of our children specifically as they go forward in their lives. For each Spanish topic, alongside the curriculum content, we will be planning for and teaching sessions that develop

Knowledge of the world

Possibilities

Emotional awareness

Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, and visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

The Spanish curriculum is delivered through stand alone Spanish sessions with a balance between direct teaching and child-led exploration. Our external specialist teacher delivers Spanish lessons to all KS2 pupils, and facilitates quality CPD to staff throughout the year. Our long term goal is to work towards earning the Primary Quality Spanish Mark.

Planning

Spanish is planned following the broad guidelines set out in the Key Stage 2 Framework for Languages. The school's Scheme of Work (Rachel Hawkes.com) ensures that there is continuity and progression in both skills and content across all classes. Published resources including interactive computer software are available for use throughout the school.

Teaching and learning Primary Languages at Park Brow

At Park Brow Primary School we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem solving approach, giving children opportunities to work out language use for themselves in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. ICT is used regularly to enhance teaching and learning.

At KSI our aim is to develop enthusiasm and awareness of Spanish through songs, games and integration of vocabulary into the school day.

There are three main contexts in which language teaching and learning take place.

Languages lessons

Although Spanish cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly dedicated lesson with the class teacher, teaching assistant and/ or peripatetic languages specialist (the content of these sessions is reinforced by the class teacher during the week).

Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

'Incidental' language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('who wants school dinner?'; 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. Also in school assemblies.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Intercultural understanding

Spanish provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Marking

- Date in Spanish.
- Followed by 2 WALT's first in Spanish then in English.
- In line with new marking policy.
- New vocabulary wall.
- PicCollage.
- Monitoring and Assessment

Milestones of achievement are used to assess each child alongside a RAG rate tool. These milestones are taken directly from the new National curriculum expectations for each year group. End of topic/year data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding.

Inclusion

Spanish teaching at Park Brow Primary School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Responsibilities and Roles

- The Head teacher and Governing Body have overall responsibility for the Spanish Curriculum, supported by the Curriculum Drivers.
- The Curriculum leads are responsible for overseeing the delivery of the Spanish Curriculum through:
 - Regular informal discussions with staff.
 - Carrying out book looks to ensure coverage of the National Curriculum
 - Ensure progress is being made within the Spanish topics.
 - Regular reviews of the curriculum through open dialogue.
 - Making changes where necessary.
 - Formulating an action plan to move the school forward.
- All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

For our Greater Depth pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.

- Provide opportunities within Spanish for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Spanish Action Plan.

Updated by T. Sinclair - June 2023

To be reviewed - Summer term 2024