Castle Hill Primary School MFL Policy

Introduction

This policy sets out the principles, aims, and practices for the teaching and learning of Modern Foreign Languages (MFL) at [School Name] Primary, with Spanish as the chosen language. It is designed in line with the 2014 National Curriculum for England and meets all statutory and inspectorate expectations, including those outlined in the Ofsted Education Inspection Framework (EIF) 2019. The policy ensures a progressive, inclusive, and engaging MFL curriculum that develops pupils' linguistic competence, cultural understanding, and readiness for further language learning.

Aims:

- To deliver a well-sequenced, ambitious MFL curriculum that builds systematically on prior learning.
- To develop pupils' skills in listening, speaking, reading, writing, and grammar in Spanish.
- To foster enjoyment, motivation, and confidence in language learning.
- To promote understanding and appreciation of Spanish-speaking cultures and the wider world.
- To ensure all pupils, including those with SEND and disadvantaged backgrounds, have equal access to high-quality MFL provision.
- To prepare pupils for continued language learning at secondary level and beyond.
- Statutory Requirements
- MFL is a statutory subject at Key Stage 2 (Years 3–6); all pupils must receive regular, timetabled Spanish lessons- we provide one 30 minute lesson every week.

Curriculum Coverage:

- The MFL curriculum at Castle Hill Primary School provides a broad and balanced coverage of Spanish, focusing on:
- Listening attentively to spoken language and demonstrating understanding.
- Exploring patterns and sounds of Spanish through songs, rhymes, and games.
- Engaging in conversations, asking and answering questions, and expressing opinions.
- Speaking in sentences using familiar vocabulary, phrases, and basic structures.
- Developing accurate pronunciation and intonation.
- Reading and understanding simple words, phrases, and sentences.
- Broadening vocabulary and understanding basic grammar.
- Writing phrases from memory and adapting them to create new sentences.
- Describing people, places, things, and actions orally and in writing.
- Understanding and appreciating Spanish-speaking cultures.
- Key topics are revisited and deepened each year, with particular focus on:

1) Los básicos (The basics)
2) Las mascotas (Pets)
3) Mi familia (My family)

- Each unit is supported by a knowledge organiser and differentiated levels to ensure appropriate challenge and progression.

Curriculum Implementation:

- The Linguastars scheme is used to deliver a progressive and well-sequenced curriculum, ensuring skills in listening, speaking, reading, writing, and grammar are developed systematically.
- Lessons are planned to build on prior learning, with clear learning objectives and success criteria.
- Teaching strategies include:
- Modelling of language and pronunciation by teachers.
- Raising awareness of language structures and cultural contexts.
- Receptive processing through listening and reading activities.
- Structured production via speaking and writing tasks, enabling pupils to recall and use language independently.
- Active learning is promoted through songs, games, role-play, and authentic materials.
- Spanish is used consistently as the classroom language, with routines and instructions delivered in the target language where appropriate.
- Knowledge organisers support vocabulary and grammar acquisition, and provide reference points for pupils and staff.
- Resources are age-appropriate, engaging, and adapted to meet the needs of all learners.

Assessment:

- Assessment is integral to teaching and learning, supporting both pupil progress and curriculum development.
- Both formative and summative assessment methods are used:
- Formative assessment includes observation, questioning, self- and peer-assessment, and review of work in lessons.
- Summative assessment is conducted at the end of each unit, using Linguastars criteria.
- Progress is categorised into the following stages:
  - Awareness
  - Development
  - Mastery
  - Fluency
- Assessment covers all skill areas: listening, speaking, reading, writing, and grammar.
- Outcomes are recorded and reported to pupils, parents, and relevant stakeholders, reflecting attainment and progress.
- Assessment information informs future planning and differentiation.

Inclusion:

- All pupils have access to MFL, with reasonable adjustments made for SEND and disadvantaged pupils.
- Tasks and resources are differentiated to meet a range of learning needs and abilities.
- Additional support, scaffolding, and adapted materials are provided as necessary.
- EAL pupils' prior language experience is valued and used to support learning.

- The curriculum promotes respect for cultural diversity and celebrates the achievements of all pupils.

Professional Development:

- Ongoing professional development is provided to ensure staff have secure subject knowledge and confidence in teaching Spanish.
- Training can be done face to face or online and consultations focus on:
  - Effective use of the Linguastars scheme.
  - Modelling pronunciation and grammar.
  - Assessment for learning in MFL.
  - Inclusion and differentiation strategies.
  - Use of authentic materials and cultural contexts.
  - Opportunities for external CPD, peer observation, and sharing of best practice are encouraged.