Date of Policy Review: Feb 2019  
Reviewer: Alamin Miah  
Date Ratified by Governors: Feb 2019  
Date Shared with Staff: Feb 2019  
Date of Next Review: Feb 2021

**Article 28:** Children have a right to a good quality education  
**Article 29:** Children have the right to an education which develops their interests, talents and abilities

**Rights Respecting Schools**

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with UNICEF, and is a ‘Rights Respecting’ School. The term is bestowed on those schools who, in the eyes of UNICEF, put the ‘UN Convention on the Rights of the Child’, (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children’s rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

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</thead>
<tbody>
<tr>
<td>Registration / Admissions Data</td>
<td>Name, D.O.B., Address, Telephone, Medical Issues, Parental Details</td>
<td>Legally Required to For Admission to School Well-Being of Your Child Communication</td>
<td>All Staff (Where Necessary)</td>
<td>Initially Completed on Paper Then Entered onto School’s Information Management System Paper Version is Shredded</td>
<td>Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’</td>
</tr>
</tbody>
</table>

As such, our assessment is that this policy:  
✓ Has Few / No Data Compliance Requirements
Introduction:
This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the primary languages curriculum at Marlborough Primary School. This document describes the aims and principles for the teaching of Spanish. It has been written by the MFL coordinator and adopted by the school leadership team, the teaching staff and governors.

Rationale
Studying a language in primary school provides children with skills that are essential for the twenty-first century. As well as giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. The study of a second language also supports children’s literacy and oracy in school, by raising awareness of aspects of their own language(s), thereby enriching their understanding of both.

Aim of Policy:
Our aim, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long learning of languages among our pupils in order to enhance their understanding of the world and their future economic well-being.

Our main objective in the teaching of a modern foreign language at primary school is to promote the early development of linguistic competence and an understanding of other cultures. We believe that to accomplish this, we should help the children to do all of the following:

• familiarise themselves with the sounds and written form of a modern foreign language;
• begin to understand a new language, and communicate in it;
• make comparisons between languages;
• learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
• develop a positive attitude towards the learning of foreign languages in general;
• use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
• acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

National Curriculum
For every pupil in key stage 2, learning a language is a statutory foundation subject. The new programme of study for KS2 (appendix 1) sets out the new national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. At Marlborough, we teach Spanish in Years 3 to 6 as part of the national entitlement to the study of a second language.

The National Curriculum for languages aims 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught in Spanish will be displayed around individual classrooms (if space allows) or will feature on a general school board.

Curriculum Management
Marlborough Primary School has a dedicated MFL Co-ordinator with responsibility for the management of teaching of Spanish across Years 3 to 6. Schemes of Learning (Language Angels) are in place for Spanish in Years 3 to 6 to ensure a balanced and well-distributed coverage of the attainment targets set out in the programme of study for KS2 and to ensure continuity and progression in language learning across the key stage. Our aim is for languages to be increasingly embedded in the curriculum. The units on Language Angels are split into three levels: Early Language (EL), Intermediate Language (IL) and Progressive Language (PL). This is to allow for a progression of skills as children learn Spanish in KS2.

<table>
<thead>
<tr>
<th>Autumn 1</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Vocabulary * &amp; Phonetics</td>
<td>Presenting Myself (IL)</td>
<td>Do You Have A Pet? (IL)</td>
<td>Verbs &amp; Grammar (PL)</td>
<td></td>
</tr>
<tr>
<td>Autumn 2</td>
<td>I'm Learning Spanish (EL)</td>
<td>Family (IL)</td>
<td>What Is The Date? (IL)</td>
<td>At School (PL)</td>
</tr>
<tr>
<td>Spring 1</td>
<td>Animals (EL)</td>
<td>The Tudors (IL)</td>
<td>The Weather (IL)</td>
<td>The Weekend (PL)</td>
</tr>
<tr>
<td>Spring 2</td>
<td>Musical Instruments (EL)</td>
<td>At The Café (IL)</td>
<td>Clothes (IL)</td>
<td>World War II (PL)</td>
</tr>
<tr>
<td>Summer 1</td>
<td>Little Red Riding Hood (EL)</td>
<td>The Classroom (IL)</td>
<td>The Romans (IL)</td>
<td>Healthy Lifestyles (PL)</td>
</tr>
<tr>
<td>Summer 2</td>
<td>I Can... (EL)</td>
<td>Goldilocks (IL)</td>
<td>The Olympics (IL)</td>
<td>The Planets (PL)</td>
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</tbody>
</table>

* Core Vocabulary lessons should be taught at the beginning of every year if possible but must be taught in year 3. The lessons cover; Classroom Commands; Colours; Days Of The Week; Maths Calculations; Months Of The Year; Numbers 1 - 100.

Approach to Language Teaching
All pupils in KS2 learn languages for no less than 30 minutes per week. This time is made up of a combination of dedicated language lessons, cross-curricular approaches and using language for real purposes in daily classroom routines. Spanish is taught by the class teacher as we consider this to be important in allowing the teacher to follow up throughout the week providing the constant revision needed for effective language learning. This can take the form of short revision sessions or using the language learnt in other curriculum areas. For example registration time can be used to reinforce vocabulary already learned. Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues. 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 variation of task, grouping or support from an adult.

We recognise that language learning in its broadest sense has three core strands - oracy, literacy and intercultural understanding. We also recognise that children should be encouraged to apply their knowledge
and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language. We base the teaching of languages on the guidance material in the Key Stage 2 Framework for Languages and the Language Angel scheme of work for MFL at Key Stage 2. We have, however, adapted this to the context of our school and the abilities of our children.

Embedding Languages in the Curriculum and Wider Opportunities
The study of a foreign language presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children’s understanding of their own language and so links closely to the literacy curriculum. The study of the language and culture of another country also contributes to PSHE and citizenship, geography and religious studies. A foreign language is an invaluable medium through which other aspects of the KS2 study can be accessed and so links may be made between the teaching of primary languages and subjects such as music, art, science or physical education. The policy of the school is that opportunities for speaking another language should be exploited as fully as possible, be it in the playground or in the classroom. The school is working to achieve full international school status and has enrolled on the British Council’s Global Gateway website to say we are prepared to work with other schools. Through this site we are creating valuable links and working with schools from across Europe. In year 6, children also have the opportunity to visit Spain (subject to adequate demand) as a way of embracing Spanish culture and putting to use their Spanish learning.

Recording, assessment and reporting
Language work will be marked in line with the school policy on marking. Additional aspects that will be taken account of is level of performance in specific areas of language competency such as speaking and listening (oracy)/reading and writing (literacy). Alongside teacher marking and feedback pupils will be encouraged to self-assess and peer-assess and to set targets for improvement for both themselves and their peers. Levels of attainment in Spanish will be included in reports home to parents at the end of the year.

Inclusion
The teaching of a language in key stage 2 at Marlborough is a statutory requirement and forms parts of a curriculum entitlement for all. The school aims to ensure that all children have opportunities to access and benefit from learning a foreign language together according to their needs. Therefore all pupils regardless of race, gender, special educational needs or language spoken at home will have the opportunity to develop this language capability in school. Care will be taken to ensure that a variety of language learning activities and strategies are deployed in order to engage and motivate all learners.

Resources
A variety of language learning resources are available in school, as appropriate, for each year group. In addition, in accordance with the requirements of the programme of study for KS2, pupils will be encouraged to engage with authentic text and literature (stories and extracts, poems etc.) in Spanish. 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

Home learning
Home learning may occasionally be set for language work through Marlborough’s Magic Menu. If set, great care will be taken to ensure that it is a task which can be completed with confidence at home.

Monitoring and Review
The MFL Co-ordinator, reporting to the Head teacher, is responsible for monitoring teaching practice to see that the school languages policy is being implemented. This includes overseeing the development and review of schemes of learning for MFL, monitoring language planning and teaching, and sampling pupil work and teacher marking. In addition, the MFL Co-ordinator will identify and organise a response to staff development needs. There is a biannual review of this policy by the Head teacher and the PL Co-ordinator.