

MFL - Spanish policy

Jotmans Hall Primary School



Approved by:	Governing Body of Jotmans Hall Primary School
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PENDING

Date approved:	September 2026
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Review due:	September 2028
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Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.



Eric the Owl

Effort, Respect, Independence, Communication



The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.



Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.



1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.jotmanshall.co.uk

2. Subject Intent

“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world” (National Curriculum 2014 program of study for Languages).

At Jotmans Hall Primary School 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.

3. Aims and outcomes

Early Years Foundation Stage (EYFS)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.



Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

National Curriculum

The focus of study in modern languages will be on practical communication.

By the time pupils leave the school, they should:

- ♣ understand and respond to spoken and written Spanish from a variety of authentic sources.
- ♣ be able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- ♣ be able to 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.

4. Teaching and learning

Spanish is taught in all single/mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available - Language Angels being our core resource- with objectives adapted to suit the stage of development for the pupils in each class. The teaching of Spanish might involve:

- Whole-class teaching
- Small group discussions
- Group and individual tasks
- Paired work
- Responding to interactive learning resources
- Call and echo
- Simple songs/action songs
- Listening activities
- stories
- Role play
- Watch clips of familiar films in Spanish
- External young language leaders.

5. Curriculum Implementation

Key Stage 2 will be following a programme of lessons from Language Angels (<https://www.languageangels.com/schools/login>) , which supports teachers in planning, implementation and resourcing of lessons. As a scheme it offers a natural pedagogy of topics to be experienced by the pupils.



As Spanish was introduced as a new subject in the Spring term of 2024, all year groups will cover the topics set for years 3 and 4 for the initial two years to enable all children to receive the foundations needed to build on in the following years.

As from September 2025 the coverage will be as below.

	Rolling Programme Year A		Rolling Programme Year B	
Year Group	3/4	5/6	3/4	5/6
Autumn	Fonética -1&2 Los animales (animals)	Fonética 3&4 Me presento (Presenting myself)	Fonética 1&2 'Yo Aprendo Español' (I learn Spanish)	Fonética 3&4 La fecha (The date)
Spring	Las verduras (vegetables)	Mi familia (My family)	Las estaciones (The seasons)	Mi casa (My house)
Summer	Sé.... (I know...)	¿Qué tiempo hace? (what's the weather like?)	La fruta (fruit)	En la cafetería (At the café)

All classrooms will display vocabulary in Spanish associated with the classroom to enable pupils to become familiar with these.

6. Cross-curricular links

Spanish shares links with the following subjects:

- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues
- English: support the skills of speaking, listening, reading and writing
develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content.
- Drama: role play exercises
- PE: Dance Looking at Latin influences in dance
- RE: deeper understanding of different religions and their influence
- ICT: use of the internet for research; to film role play activities; to listen to Spanish being spoken
- Geography: develop greater awareness of the extent of the Spanish speaking world – continents: South America (UKS2); Our European neighbours (LKS2); Around the World (KS1)
- History: Intrepid Explorers (KS1); Holidays (KS1); Tudors, Spanish Armada (LKS2).
- Art: study of Spanish artists – Picasso (impressionism LKS2/surrealism UKS2), Dali (surrealism UKS2),



7. Curriculum Impact

7.1 Assessment

Jotmans Hall Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Impact

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

In order to achieve the Intent of the MFL curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge and understanding of each unit completed by using the appropriate resources offered as well as observation. The children will be able to demonstrate the knowledge they have attained and the growth of their confidence and extent of the vocabulary they retain.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Checking that there are opportunities to use and apply reading and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality;

Marking

Children receive regular feedback and marking follows the school's Feedback & Marking policy.

7.2 Recording

In Spanish, pupils will record their learning in the following ways:

- Topic books or folders which will follow them up the school.
- Filmed recordings
- Reception-Individual Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.



8. Resources

8.1 Textbooks and other equipment

Language Angels - subscription

Supporting resources from Twinkl

Duolingo – free APP

A range of centralised text books/photocopiable resources.

8.2 Enhancing the Curriculum

Pupils from local secondary schools will run interactive workshops throughout the year with targeted year groups.

Children will experience a Spanish day in the Summer term, with interactive experiences to participate in, using their newly learnt language.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out
- › Monitor pupil and parent engagement with the subject

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Governing Body



The Governing Body at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in Spanish. 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 special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Spanish, 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 Spanish.

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

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy
- › Assessment policy
- › Feedback & Marking policy
- › SEN policy

12. Monitoring and review

This policy will be reviewed by staff and trustees every 2 years