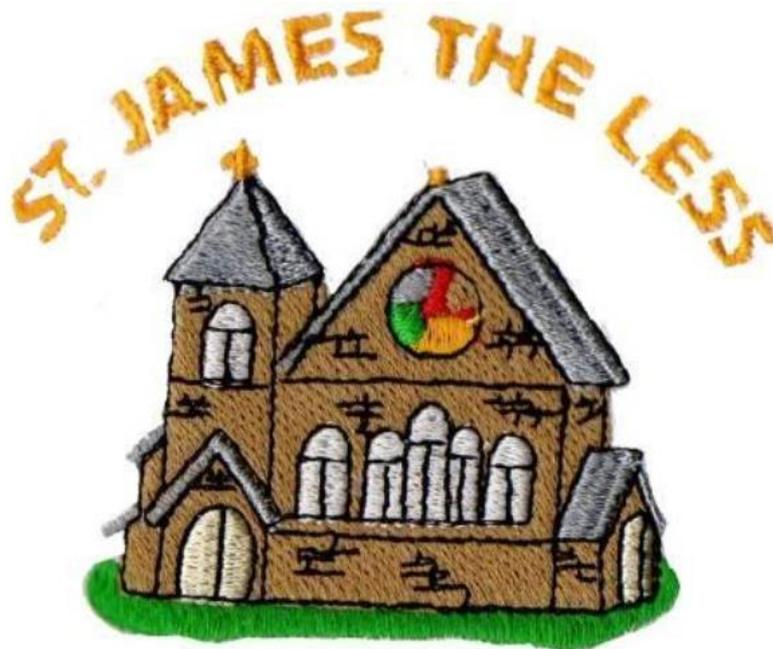
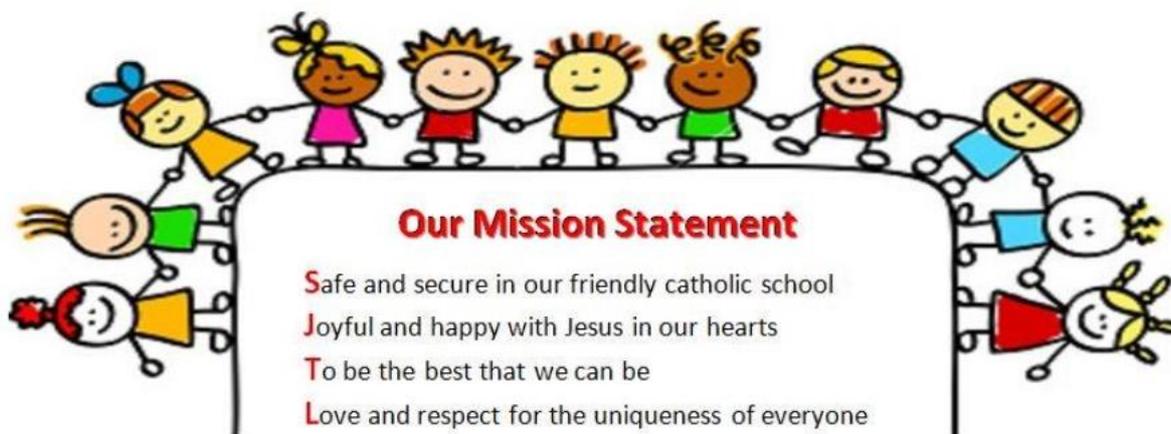


St James the Less RC Primary School



"They were all filled with the Holy Spirit and began to speak in different languages."
(Acts 2:4)

Modern Foreign Languages Policy



Our Mission Statement

- Safe and secure in our friendly catholic school
- Joyful and happy with Jesus in our hearts
- To be the best that we can be
- Love and respect for the uniqueness of everyone

At St James-the-Less RC Primary School we believe that learning an additional language provides a valuable educational, social, and cultural experience for pupils. Learning Spanish helps children to develop communication skills, particularly speaking and listening, and extends their knowledge of how language works. It also gives pupils an

additional perspective on the world, encouraging them to understand their own culture and the culture of Spanish-speaking countries.

We use the **Language Angels** scheme to deliver a structured, progressive, and engaging MFL curriculum, ensuring that learning is fun and accessible for all children.

Aims and Objectives

The aims and objectives of learning a foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

Organisation

Language learning at St James-the-Less takes place in three main contexts:

I. Spanish Lessons

Spanish is taught to all children in Key Stage 2 for 30 minutes per week following the Language Angels scheme. Lessons provide continuity and progression in both skills and content across all year groups. Pupils use a variety of resources, including:

- Language Angels digital platform
- Fiction and non-fiction texts
- Audio recordings for listening and pronunciation practice
- Games, songs, and interactive activities

2. Language Embedded into Other Lessons

Where appropriate, teachers provide opportunities to practise Spanish in other subjects. Examples include:

- Giving instructions in Spanish during PE or art lessons
- Counting in Spanish during maths activities
- Using Spanish vocabulary for classroom routines

This reinforces vocabulary and structures learned in MFL lessons.

3. Incidental Language

Spanish is also embedded in the everyday life of the school. For example:

- Giving simple classroom instructions in Spanish: "entrad en silencio" (come in quietly), "mirad" (look), "escuchad" (listen)
- Asking simple questions in Spanish: "Qué fecha es hoy?" (What's today's date?), "Qué hora es?" (What time is it?)

The Curriculum

Based on the KS2 Framework for Languages and the Language Angels scheme, pupils are taught to:

- Ask and answer questions in Spanish;
- Use correct pronunciation and intonation;
- Memorise and recall words and phrases;
- Interpret meaning in spoken and written Spanish;
- Learn about and appreciate life, culture, and traditions in Spanish-speaking countries.

Teaching & Learning Styles

We develop language learning by:

- Providing a rich input of Spanish, so that children hear and interact with the sounds and patterns of the language;
- Using active learning to engage motivation;

- Incorporating games, songs, and interactive activities to maximise enjoyment;
- Embedding Spanish in class routines and school life;
- Integrating language learning across the curriculum, connecting MFL with other subjects.

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. Worksheets completed by the children may be kept in their folders which can be passed through the years and become a portfolio of their learning.

Inclusion

At St James-the-Less, we teach a foreign language to all children, whatever their ability. 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.

Monitoring Progress and Assessing Attainment

Assessment is primarily formative and is used to:

- Support teaching and learning
- Inform future planning

Assessment is based on:

- Observation of oral work and participation in class activities
- (Where appropriate) written work and other evidence of learning
- Use of Language Angels online assessment tools:
 - 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
 - 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

Policy Review

This Policy Document will be reviewed regularly to assess its value as a working document