

MFL Statement of Intent and Implementation

Intent

Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity and provides an opening to other cultures’. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

(Ofsted Research review series: languages, 2021)

At Hunslet Moor Primary School we celebrate our uniquely diverse community. Many of our pupils are bilingual and represent a wide range of cultures. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others. We believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works.

This policy supports our mission statement of “aiming for excellence; unlocking every child’s full potential”. To do this, we need to ensure that children are exposed to the diverse world of opportunities around them.

Implementation

Each child in Year 3-6 receives 25 minutes of Spanish teaching a week in a whole class setting. Teachers also have the opportunity to revisit prior learning in short bursts throughout the week. The curriculum has been developed using ‘Primary Languages Network’. Teachers are trained in the use of the scheme of work and how to use it effectively. The ‘Click to Teach’ resources are used to create a progressive curriculum which starts with the understanding of basic words and phrases. Lessons are designed to motivate children and are mainly practical in focus. The Spanish curriculum is inclusive through variation of task, grouping or support from an adult. Opportunities to monitor the children’s progress in Spanish are built into our termly programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product.