

St Mary Magdalene C of E Primary School
Headteacher: Mrs S Pearson
Deputy Headteacher: Miss E Cave and Mrs R Turvey



Languages Policy

February 2026

The next scheduled review date for this policy is **February 2027**.

Languages Policy

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

In our family, we have the courage to embody Jesus’ love for us. We put others’ needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain linguistic and cultural knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life’s challenges.

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Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavour to:

- foster deep respect for other cultures, faiths and traditions;
- develop and understanding of the experiences of those who do not speak English as their first language; and
- challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

Aims

Our Spanish curriculum should:

- develop language and communication skills;
- enable pupils to learn a key modern foreign language; and
- gain knowledge and understanding of other cultures.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) ‘National curriculum in England: Languages programmes of study: KS2
- Education Act 2002
- Equality Act 2010

This policy has due regard to the most recent version of the following school policies:

- Behaviour Policy
- Assessment Policy
- Teaching and Learning Policy

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- Special Educational Needs Policy
- Marking and feedback Policy
- Homework Policy
- Curriculum Progression Map – Languages
- Wider Curriculum Objectives – Languages
- Languages Scheme of Learning

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of languages, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources
- Liaising with teachers across KS2
- Communicating developments in the subject to all KS2 staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring DPE opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of languages in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' language skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop languages throughout KS2.
- Organising and providing training for staff regarding the languages curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of language objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

Curriculum Progression and Sequencing

- The school teaches Spanish as the second language.

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- The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map and Curriculum Objectives which set out what is taught in each year group across the school alongside the order of units taught; these can be found in the appendix of this policy.
- Staff are further supported by a detailed Scheme of Learning which breaks down learning into smaller sections and provides guidance on appropriate unit outcomes. This can also be found in the appendix to this policy.
- Within the curriculum, there is sufficient flexibility so that the school can address identified gaps in pupils' knowledge. Opportunities are planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories and allows rapid and accurate recall. This enables pupils to work with increasing independence, apply their knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability. These opportunities are documented in the Scheme of Work.

Recording, Assessment and Feedback

Assessment should be carried out in line with the school's Assessment Policy and Marking and Feedback Policy.

With specific reference to assessment in Languages, the following will apply:

- Highlighting of learning objectives to show achievement in Spanish books (indicative marking); pink to signal achievement, blue to signal that it is not yet met.
- Mistakes/misconceptions highlighted in blue each time Spanish books are marked. Ticks will be used to show correct answers and blue highlighting to identify errors.
- Developmental marking will be undertaken at least once in each unit, as whole class feedback.
- Marking of books should be carried out before the next session so that this can inform planning/teaching/focus groups. This will also inform ongoing tracking/target setting in the front of the books.
- Children should respond to feedback as soon as possible after marking has been completed.
- Verbal feedback should be recorded with VF & a note when given
- Weekly subject portfolio sheets detailing vocabulary learned, misconceptions, conversational successes and reflections
- Ongoing achievement in learning objectives should be tracked on OTrack after each session.
- Pre and post unit assessments are carried out for each unit taught by way of KWL grid; these should inform teachers' planning and differentiation.
- Staff can refer to a growing portfolio of exemplification material to support their summative judgements.

Recording

expectations:

Portfolio	Spanish Book - NEW	Other
<p>Pre and post assessments are carried out using KWL grids</p> <p>Weekly sheet documenting key vocabulary, capturing conversational practice undertaken and quotes from children in the lesson demonstrating critical thinking.</p> <p>NEW: Highlight misconceptions that arose and were corrected as part of weekly sheet</p> <p>Recap prior learning using this each week with the class.</p> <p>Ensure meaningful 'next steps' are recorded</p> <p>Can be used as a source of vocabulary reference for the children</p>	<p>Use to enable children to record individual written tasks and as a vocabulary record.</p> <p>No requirement for weekly input, though written tasks should be completed regularly.</p> <p>Can be used by children as a reference point for taught vocabulary.</p> <p>Pink/blue highlighting required.</p> <p>Misconceptions should be highlighted blue and children given time to correct</p>	<p>Correction of verbal misconceptions in the lesson</p> <p>Weekly recording of formative assessments on OTrack</p> <p>Note observations and notes on planning to inform future learning.</p>



Planning & Differentiation

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Languages is taught as a discrete lesson once per week for 30 minutes and as part of a languages day once per term.
- Spanish vocabulary should be recapped throughout the week in short, 5 minutes sessions – these are likely to be cross-curricular i.e. during the register, counting in maths, recapping sports vocabulary in PE
- Teachers will use the key learning content from the school's Scheme of Work
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning; a set planning format is provided in Appendix 4.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning, set out by the Languages Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning documented in the Scheme of Work, taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- As a dyslexia friendly school, teachers will use a selection of the following strategies to support children when reading texts: mixed ability pairs, displaying key words with pictures, pre-teaching topic vocabulary. They will also support children to record their ideas through use of writing frames, word banks and WAGOLLS, if applicable.
- Homework may be set in this subject area, but is not a weekly requirement.
- Homework can take a variety of formats, including games, oral practice and written tasks.

Appendices

Please follow the hyperlinks to the following documents:

- **Appendix 1:** [Languages Curriculum Progression Map](#)
- **Appendix 2:** [Curriculum Objectives](#)
- **Appendix 3:** [Scheme of Work for Spanish](#)
- **Appendix 4:** [Planning Format](#)