



KING'S NORTHWAY
PRIMARY ACADEMY

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

Modern Foreign Languages Policy



GREAT SCHOOLS
TRUST

Document Control

This document has been approved for use within	King's Northway Primary Academy
This document has been approved by On	Governing Board
	November 2024
Date effective from	November 2024
Date of next review	November 2025
Review period	Annually
Status	Active
Owner	N.Flood

Introduction:

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Computing taught at King's Northway Primary Academy. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

Aims

At King's Northway Primary Academy, the Modern Foreign Languages (MFL) curriculum is designed to be highly inclusive, ensuring that all children, regardless of their starting point, have the opportunity to thrive and succeed in learning a new language. The overarching aim of the MFL teaching is to develop children's knowledge, skills, and understanding of Spanish as both a language and a cultural experience. The curriculum is thoughtfully structured to balance rigorous academic development with an emphasis on fun and enjoyment, fostering a positive and engaging environment for all learners.

Throughout their time at King's Northway, children embark on an immersive journey into the Spanish language and culture. This journey not only equips them with practical language skills but also deepens their cultural awareness and appreciation for diversity. By the time they leave Year 6, students will have developed a strong foundation in essential language components, including grammar, vocabulary, and written expression. They will also gain confidence in listening to and understanding spoken Spanish, as well as engaging in meaningful conversations. This comprehensive preparation ensures that they are well-equipped for future language learning and have a lasting appreciation for the value of multilingualism in today's global community.

Objectives

Fundamental to our Spanish curriculum, is that it enables children to express their ideas and thoughts in another language and to understand and respond to its speakers both in speech and in writing. Our pupils will have a strong grounding of the Spanish language and culture, from which they can build upon in secondary education.

3. Implementation

Scheme of Work

Our scheme of work is provided by School Improvement Liverpool and it covers objectives from both Key Stage 1 and 2. The scheme is delivered effectively by a language specialist. The scheme of work for MFL at KS1 will give the children a basic grounding in Spanish and will complement the scheme of work for MFL at KS2. At both key stages, the children will be introduced to all 4 areas of language learning (Speaking and Listening, Reading, Writing and Grammar) but in an age/stage appropriate way.

Safety considerations

DBS for language specialist

Strategies

The scheme of work is designed to make language learning both enjoyable and effective, ensuring pupils remain motivated and engaged throughout their learning journey. A key feature of our approach is a vocabulary-driven methodology, which serves as the foundation for all aspects of language acquisition. By introducing pupils to high-frequency, practical vocabulary through interactive and stimulating activities, they gain the tools necessary to begin forming simple sentences and communicating meaningfully. Through a progressive curriculum, concepts are carefully sequenced so that new knowledge builds upon prior learning. Grammar is seamlessly integrated into the curriculum, helping pupils to understand how the language functions and enabling them to form more complex sentences with accuracy and creativity.

Resources (including iPads)

Resources provided by language specialists are designed to support the transition from short-term to long-term memory. These include tools such as flashcards, visual presentations, music, games, and props.

Learners who need more

In accordance with our school's SEND & Inclusion Policy, every pupil, regardless of race, gender, or disability, should have the opportunity to achieve their full potential and build the self-esteem they deserve. Equal opportunities will be ensured through thoughtfully designed tasks, outcomes, and groupings, enabling each child to progress at their own pace.

Knowledge Organisers

Provided by School Improvement Liverpool for children to access. At King's Northway, pupils have access to Knowledge Organisers, which they can use to gather, retain, and reference throughout their learning journey. The MFL Knowledge Organisers include a collection of vocabulary, terminology, key sounds and images. This resource enables pupils to build on prior knowledge and deepen their understanding of the objectives taught, enhancing their learning experience.

Educational Visits / Fieldtrips

Spanish is promoted in school via Spanish songs and themed days.

4. Impact

Outcomes

By the time children leave King's Northway Primary Academy, they possess a well-rounded knowledge of the Spanish language, including a strong understanding of vocabulary, grammar, and conversational skills. These components are taught through a carefully sequenced curriculum that builds upon prior knowledge, ensuring that learning is cumulative and deeply rooted.

One of the key outcomes is the development of the pupils' ability to apply their language skills in meaningful contexts. They are able to construct sentences, engage in dialogues, and understand spoken and written Spanish with increasing fluency and confidence.

The curriculum is designed with a strong focus on transferring knowledge from short-term to long-term memory. Regular practice, repetition, and reinforcement strategies ensure that pupils retain what they have learned, enabling them to recall and apply their knowledge effectively as they progress to further education. This foundation provides a springboard for further language acquisition, equipping children with the tools to excel in more advanced studies.

Beyond linguistic competence, the MFL curriculum also has a broader cultural and personal impact. Pupils leave Northway with an appreciation of Spanish culture and a positive attitude toward exploring new languages and cultures.

Assessment

Language specialist will assess via both summative and formative methods, which is then fed back to subject lead. At the end of year 6, pupils will undergo a formative assessment to ascertain their progress and achievement. We measure the impact of our curriculum using Balance. Our formative assessment tool is used to record pupils' understanding of an objective and helps to plan for opportunities to learn more and remember more.

5. Progression within the subject

Currently, Spanish at KS2 is taught at a base level as to allow for further progression in years to go. With each year, the progressive nature will allow for pupils to be challenged and allow for the language specialist to assess and monitor progression across each key stages.

6. Monitoring and Review

Subject leaders at King's Northway are responsible for monitoring the way in which their subject area is implemented across the school. The subject leader monitors the subjects through:

- Provide a lead and direction for the subject in consultation with colleagues, written policies and guidance.
- Ensure efficient resource management for their subject.
- Monitor and assist in the evaluation of the delivery of their subject area across the school.
- Monitor pupil progress within their subject area, including pupil interviews (Golden Conversations), book looks, learning walks, deep dives and data analysis using Balance.

7. Role of the pupil / parent and Subject Lead

Pupil voice will be conducted by subject lead at intergral points throughout the year. Subject Lead will also conduct book reviews and undertake liase with language specilalsit and SIL in light of new considerations and pedagogy. The subject lead has an overview and is responsible for assisting staff in effective teaching as well as monitoring and updating of the school curriculum.

Pupils are expected to engage in their Spanish lessons with enthusiasm. They will participate in a wide range of activities through their Spanish lessons. Parents are able to see any work that is uploaded to Seesaw or any activities set by the class teacher.

