



Altmore & Lathom Schools Federation

KS2 MFL Intent/Policy

Subject Lead: Oriol Cobacho



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<p style="text-align: center;">Intent What will take place before teaching in the classroom? What are we trying to achieve?</p>	<p style="text-align: center;">Implementation What will this look like in the classroom? How do we deliver our curriculum?</p>	<p style="text-align: center;">Impact How will this be measured? What difference is our curriculum making?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Ensure that our school values are at the heart of the curriculum design. • Ensure that I have appropriate time to research, develop, monitor and support staff in my subject. • Provide an adequate budget to ensure that standards can continually be raised and of high quality. • Support opportunities for my own professional development. • Ensure that the requirements of the National Curriculum for Modern Foreign Languages aims are met. 	<p>The teacher sequence will:</p> <ul style="list-style-type: none"> • Ensure that children progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. • Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. • Incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson • Incorporate challenge sections and desk-based activities that will be offered will three levels of stretch and differentiation. • Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • The quality of teaching and learning in Spanish • How they know they are doing well • What they need to do to improve their learning/work • What they enjoy the most • What helps them in their lessons
<p>As a subject leader I will:</p>	<p>The classroom will:</p>	<p>Displays and books will show:</p>



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<ul style="list-style-type: none"> Continuously updated all content and review it annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. Ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements. Ensure that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Plan in a way so that we offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. 	<ul style="list-style-type: none"> Displays of the topics being taught in Spanish will be displayed around individual classrooms (if space allows) or will feature on a general school board. 	<ul style="list-style-type: none"> Progress through the lessons in a unit and build their knowledge and develop the complexity of the language they use. Self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress
<p>The class teacher will, with support from myself:</p>	<p>The children will be :</p>	<p>As the subject leader I will:</p>
<ul style="list-style-type: none"> All classes will have access to a very high-quality foreign languages curriculum using a combination of the Language Angels scheme of work and other resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in Lower KS2 which will be taught by a language specialist teacher. 	<ul style="list-style-type: none"> Progressing through the lessons in a unit and build their knowledge and develop the complexity of the language they use. Assessed against each language skill (speaking, listening, reading and writing) at least twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated. Able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year. Aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. 	<ul style="list-style-type: none"> Ensure that children make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations. The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. Use attainment data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders.