



Intent, Implementation and Impact Statement -MFL (Spanish)

Intent

<p>Learning for Living: At Brunswick Park, we aspire for children to develop an interest in other languages and cultures. We aim to foster a curiosity about other languages and begin to equip children with the skills of language learning, to spark an interest in the possibility of travelling or working abroad or in a multilingual environment, and to give children the cognitive challenge of learning a new language. Spanish is our language of choice and we employ a specialist teacher, because we want our children to learn from a native speaker. Children whose secondary schools do not offer Spanish will still have the skills that learning a new language requires.</p>	<p>Respect: Many different languages and cultures are represented at Brunswick Park, including a large Spanish-speaking community. We choose to teach Spanish as it is a language many of our children will hear in the local area, and we want them to relate to and have an interest in the language and culture of their peers. By learning the home language of children they know, our pupils will deepen their understanding of how others live.</p>	<p>Support and Challenge: All children, regardless of ability and home language, are expected to participate in learning Spanish. Children who have difficulties with reading and writing in English are supported in the same way as in other lessons – through scaffolds, visual supports and differentiated activities. Children who already speak Spanish are given activities which improve their reading and writing skills in Spanish, as we have identified that children whose home language is Spanish often cannot read or write it.</p>
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Implementation

<p>EYFS: MFL is not taught in EYFS. Children are encouraged, through the People and Communities area of learning, to notice and celebrate differences in the families they know. Children are exposed to stories and songs from different cultures and in different languages. Children take part in whole school events such as International Day and Carnival to enrich their awareness of other countries, cultures and languages.</p>	<p>KS1 MFL is not taught in Year 1 or Year 2. Through the English and Humanities curricula, children begin to learn about other countries and cultures. Children are exposed to stories and songs from different cultures and in different languages. Children take part in whole school events such as International Day and Carnival to enrich their awareness of other countries, cultures and languages.</p>	<p>KS2 In Years 3-6, MFL is taught weekly by a specialist teacher. The teacher covers topics such as greetings, animals, food and colours and children are taught to speak, read, and write in Spanish. Children who speak Spanish at home have differentiated activities in which they have opportunities to practise their reading and writing and have additional time in small groups with the teacher to focus on reading and conversation.</p>
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Impact

<p>EYFS Using Development Matters, children are assessed against the Early Learning Goals for People and Communities. This provides them with a strong foundation in which they develop awareness of other countries, cultures and languages, which they will build upon in KS1 before starting Spanish in Year 3.</p>	<p>KS1 Children are assessed in the Humanities against the Humanities assessment materials. The Humanities curriculum builds on the learning from EYFS, and prepares children for starting Spanish in Year 3.</p>	<p>KS2 Children are assessed termly through a wide range of activities, including low stakes testing, games and quizzes. Using evidence from testing, the children’s work and interactive activities, such as drama, teachers evaluate the children’s progress against a set of termly objectives. The children’s progress is recorded on DCPro Online termly, and the end of year outcomes is shared with parents and carers through pupil reports. This data is also used to inform interventions (if needed) for identified pupils that might be falling behind with their progress.</p>
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