



Subject intent: The intention of our Spanish (MFL) curriculum is to provide valuable educational, social and cultural experiences for children. We aim to enable children to communicate their ideas and thoughts in Spanish and to respond to Spanish speakers in speech and in writing. We would be providing the tools to encourage our children to celebrate and welcome differences in our world helping them to lay their foundations for future language learning.

If you were to walk into a Spanish lesson at Esher Church School, you would see: Enthusiastic children taking part in Language Angels lessons showing confidence when demonstrating their language skills of listening, speaking reading and writing in Spanish. Children will be using games, songs and various fun activities to help them retain appropriate and technical vocabulary.

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| <p>Successes in 2022-2023</p> <ul style="list-style-type: none"> • All KS2 classes have required Spanish lessons timetabled. • Language Angel provides a stepping tool to increase confidence when teaching Spanish- mainly pronunciation. • Worksheets are used alongside lessons to imbed vocabulary and context. • Lesson plans are available to view before taught lessons which allows for teacher practice. • Progression of units have been tested and checked against cross curricular topics and difficulty levels for the relevant year groups. | <p>Pupil Premium, British Values, challenge and SEND (implementation)</p> <ul style="list-style-type: none"> • Teacher assistants play a vital role when supporting engagement and contributions to lessons. • Adapted tasks to accommodate different abilities and needs. • Other cultures and languages celebrated (especially during celebrations) to encourage diversity. • Links are explicitly made when celebrations occur. • Many opportunities to extend language and create links. | <p>Priorities for 2023-2024</p> <ul style="list-style-type: none"> • Create a range of cultural equipment that can be suitably designated to each Language Angel’s unit. • Themed learning afternoons. • Dedicated displays for foundational vocabulary. • Drop in observations, book scrutiny and staff surveys. |
| <p>Parental engagement (implementation)</p> <ul style="list-style-type: none"> • Songs, games and video access from home linked to in school lessons. • Shared Spanish applications. | <p>Monitoring, observation and validation, including pupil voice considering progression (impact)</p> <ul style="list-style-type: none"> • Pupil voice shows that children are enthusiastic about Spanish lessons and the songs are particularly helpful when learning vocabulary. • Feedback from Year groups on modules that worked well and those that were tricky for the children. | <p>Professional development opportunities</p> <ul style="list-style-type: none"> • Training time to increase confidence when teaching Spanish and an opportunity to observe ‘what makes a good lesson’. |