



Priestley Primary School

MFL at Priestley



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves artistically and lead to an appreciation of the work of established artists and craft workers.

Teaching & Learning

As a School, for this subject, we use an external language teacher, an in-school language teacher and a variety of resources which provides a broad and exciting framework. Using the four developmental stages of the Cornerstones scheme which we follow for all other Topic based subjects, children will be able to: -

- ✓ **Engage** actively with their own learning through the provision of exciting hooks.
- ✓ **Develop** the necessary, age appropriate skills in Spanish.
- ✓ **Innovate** their own ideas in the light of their previous experiences and learning.
- ✓ **Express** knowledge and skills effectively in a variety of ways.

KS2:

- ✓ understand and respond to spoken and written language from a variety of authentic sources
- ✓ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ✓ write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ✓ discover and develop an appreciation of a range of writing in the language studied

Planning

KS2:

- ✓ Planning will be recorded in the external teachers Spanish file, as well as in the medium-term year group planning for Spanish by the in-school Spanish teacher
- ✓ Planning will work through the Intended Curriculum Learning Intentions unit by unit.

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for

this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.

- ✓ Differentiation of Resources
- ✓ Differentiation by Task
- ✓ Differentiation by Support
- ✓ Differentiation by Response/Outcome

Resources

There are not many Spanish resources in school currently. If there is something that the external or internal language teachers feel would be necessary, please inform the MFL Subject Leader immediately so an order can be placed with the office.

Marking & Feedback

Feedback is given verbally during the speaking and listening and reading processes. Written work, for example sentences and short conversations, will be marked with a positive comment in green. Next steps will be recorded in blue, as appropriate. Next steps will be necessary if the topic being taught follows a series of sessions that are linked together.

Assessment

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

Every other term (2, 4 and 6) , pupil conferencing will take place to assess the learning and understanding of children from KS2 classes.

EYFS / KS1

MFL in Early Years and KS1 is not a statutory requirement.

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley school, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.