



Saint Michael Catholic Primary School

Languages Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

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1. Aims

Intent - What are we trying to achieve?

Learning a modern foreign language can develop pupils' understanding of other cultures and foster an appreciation for people and traditions that are unfamiliar to them. Learning a language can foster curiosity and enables pupils to express their ideas and thoughts in another language. By the end of Key Stage 2, we aim for our pupils to be confident in speaking, reading and writing a foreign language with increasing fluency.

Implementation – How is the curriculum being delivered?

We have chosen to teach Spanish because it is one of the most popular global languages and many of our pupils have family links with Spain or have travelled to Spain. We use 'Language Angels' and 'Rockalingua' as a support for planning, teaching and assessing learning and have specialist teachers as staff members to provide expertise in the delivery of the curriculum.

We have analysed the national curriculum languages programme of study for Key Stage 2 and broken down the content into the following stands: listening, speaking, reading, writing and grammar, setting objectives for each year group. Teachers assess learning throughout the year against these objectives so that pupils make sustained progress in language knowledge and skills.

The curriculum is taught in an engaging way, with an emphasis on practical lessons, including song, drama and role-play. Teaching will provide an appropriate balance of spoken and written language and enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Specialist teachers teach our pupils Spanish. We use a range of resources, which are skilfully adapted to plan a bespoke curriculum including. These include Language Angels, Rockalingua, dictionaries and resources from books and the internet.

A Curriculum Map is shared on the school's website so that parents are able to support their child's learning at home. This ensures coverage of the National Curriculum Languages programmes of study but is bespoke to our school, beginning with basic nouns, moving on to greetings and conversations and writing. In Year 6, we incorporate elements of the Year 7 Spanish curriculum to ensure our pupils are ready for Key Stage 3 Spanish. A short assessment is completed by each child at the end of each unit of work to inform the teacher. This is followed by a lesson of practical games and activities to revise and master the previous learning in an engaging way.

Teachers will create a curriculum map and progression map to show how the curriculum is taught over Key Stage 2.

Teachers will create a Planning Overview for each unit of work showing the sequence of learning, the intent of the unit, the key vocabulary and knowledge to be learned. Lessons are differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations. Chilli Challenges are used, when appropriate, to allow pupils to choose their own level of challenge.

Pupils will be given feedback for each piece of work so that they can make rapid and sustained progress over their school life.

Impact - What difference is the curriculum making?

At Saint Michael's we value languages because it opens our pupils' minds to other cultures, traditions and helps them to see themselves as global citizens of God's world. Languages can inspire pupils to become more confident in themselves and their academic ability across the curriculum. Learning Spanish is a life skill

that will prepare our pupils for secondary school and the global world of work when they become adults. Our pupils LOVE learning Spanish and are able to recognise the practical benefits of learning a language.

Languages will promote the pupil's spiritual, moral, social and cultural development by creating opportunities and activities for pupils to develop their self-esteem and confidence inside and beyond the classroom. Pupils will be encouraged to create, reflect, become independent learners and develop their teamwork skills.

Language will promote British Values by ensuring children respect other cultures both here and abroad.

Languages will help pupils develop a Growth Mindset by encouraging the children to challenge themselves by allowing them to experiment and express themselves in a unique way.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*

- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy