

Modern Foreign Languages (Spanish) Policy

St Vincent's School for Sensory Impairment and Other Needs



Approved by:

Mr. L. Green &
Governing Body

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1. Purpose of the policy

This policy reflects the aims and values of St Vincent’s School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals. Modern Foreign Languages (Spanish) is a vital part of our curriculum, offering all pupils, regardless of need or ability, the opportunity to explore creativity, develop self-expression, and build confidence.

The purpose of this policy is designed to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.stvin.com.

2. Subject vision

At our school, the teaching and learning of Spanish aims to open doors to new cultures, languages, and ways of connecting with the wider world. We believe that every pupil, regardless of visual or sensory impairment, has the right to access high-quality language learning that nurtures curiosity, confidence, and communication. Through the ¡Claro! curriculum, we provide a structured, engaging, and inclusive approach to Spanish that is carefully adapted to meet the diverse needs of our learners. Lessons are multisensory, making use of sound, touch, rhythm, and movement to ensure all pupils can actively participate and achieve success. Resources are tailored, with tactile, auditory, and accessible digital materials, so that barriers to learning are reduced and independence is promoted.

Our vision is for pupils to develop a sense of achievement and enjoyment in learning another language while exploring and celebrating Spanish-speaking cultures in ways that are meaningful and accessible to them. In doing so, pupils are encouraged to build listening, speaking, and comprehension skills through differentiated and inclusive activities that foster engagement at their own level of ability. The teaching of Spanish is designed to support pupils in gaining confidence in using language as a tool for communication, self-expression, and connection with others, while also helping them to transfer valuable skills such as memory, sequencing, resilience, and problem-solving into wider areas of learning.

Ultimately, Spanish at our school is about more than words; it is about fostering inclusion, cultural awareness, and the joy of learning in a way that recognises and values each pupil's unique abilities.

3. Aims and outcomes

In this school the Modern Foreign Language taught at present are German and Spanish. The aims and objectives of the courses will be:

- To develop the capacity to use a modern foreign language for practical communication to a level appropriate to each pupil's abilities and expectations.
- To support the development of general language skills and to improve self-expression.
- To enhance the development of listening skills and to increase sensitivity to sounds and rhythms by providing pupils with opportunities to listen for sounds, to reproduce them, to respond to them, and to communicate with others.
- To foster awareness of the nature of language in general; to offer pupils the opportunity to experiment with the MFL and to recognise the importance of sounds and symbols and their relationship to meaning.
- To offer opportunities for insight into the languages and cultures of other people, to encourage a positive approach and attitude to language learning, and a sympathetic view of other cultures.
- To provide, in collaboration with other curriculum areas, a sound basis of life and study skills.
- To provide opportunities for the development of cross curricular skills such as ICT, communication, personal and social skills, literacy and numeracy, music, and physical education.

Spanish is taught in accordance with the guidelines produced by the DfE

- To support the learning of basic concepts such as numeracy, time, space and colour.
- To increase personal and social skills by providing opportunities for pupils to work together within a new context of communication and interaction.
- To encourage independence and autonomy through the flexible use of resources.
- To offer each pupil a positive experience which presents them with the opportunity to experience personal success and enhanced self-esteem.
- To provide opportunities for all pupils in Key Stages 1-3 to experience success, a sense of achievement and increased self-confidence, in accordance with the school's equal opportunities policy. This year all students from KS2 and KS3 are currently studying Spanish. At Key Stage 4 MFL is an optional subject.
- To offer each pupil the opportunity to experience learning a new language in a manner which combines good practice with a flexible and individualised programme of study.

The national curriculum for Spanish (Modern Foreign Languages) aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources;

- Speak with increasing confidence, fluency and spontaneity, finding ways to communicate what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can 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.

Outcomes:

As pupils progress, by the end of their language study they should be able to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs, rhymes and phonics and link the spelling, sound and meaning of words
- Engage in conversations, ask and answer questions, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others can understand
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden vocabulary and develop ability to understand new words
- Write phrases from memory, and adapt these to create new sentences
- Describe people, places, things and actions orally and in writing
- Understand basic grammar, appropriate to the language being studied

4. Teaching and learning

Modern Foreign Languages (Spanish) is taught in single-age classes by class teachers. Teaching follows the school's long-term plan and is adapted to meet the developmental stage, learning profile and communication needs of each pupil. Planning draws on the DfE National Curriculum, the Curriculum Framework for Visual Impairment (CFVI), resources and expertise from Oak National Academy, and the specialist knowledge of Qualified Teachers of Vision Impairment (QTVIs). This ensures a curriculum that is both ambitious and appropriately scaffolded for learners with visual and sensory needs.

Lessons are interactive, structured and purposeful, with a strong emphasis on communication, listening skills, sound awareness and multisensory language acquisition. Pupils are encouraged to develop confidence, curiosity and resilience as language learners, supported through accessible strategies and carefully selected resources.

A range of evidence-informed teaching methods are used to support progression:

- Pair-work, role-play and structured conversation tasks to build real-world communication skills
- Exposure to recordings of native speakers, enabling pupils to hear unscripted Spanish at natural pace and develop phonological awareness and accurate accents
- Opportunities to interact with native speakers, where possible, to develop cultural understanding and listening fluency
- Accessible, authentic written materials that develop reading skills and cultural awareness in a meaningful and age-appropriate way
- Explicit teaching of grammar and phonics, followed by guided and independent practice to support speaking and writing development
- Acting out scenarios and following instructions to support functional language use and comprehension
- Listening activities that encourage pupils to identify meaning, tone and context from auditory cues
- Games, songs and rhythm-based activities to reinforce vocabulary, build confidence and support memory and enjoyment

Pupil progression, regardless of starting point or level of need, is supported through ambitious but achievable learning pathways. Over time, pupils are expected to:

- Improve accuracy in pronunciation, intonation and fluency
- Respond more quickly and confidently to spoken language
- Engage with increasingly complex texts, tasks and language structures
- Manage unfamiliar language and unpredictable elements with growing independence
- Apply independent learning strategies, including the use of dictionaries, tactile resources and assistive technology
- Adapt language to suit context, audience and purpose
- Develop a deeper understanding of grammar and sentence structure
- Produce increasingly extended and accurate spoken and written language
- Broaden their vocabulary to express ideas and opinions across a range of topics
- Grow in cultural awareness, understanding and appreciation of Spanish-speaking communities

Through this approach, pupils experience language learning that is inclusive, aspirational and meaningful, promoting communication, independence, cultural literacy and confidence as global citizens.

5. Curriculum overview

Spanish is introduced from Primary level and builds progressively through a multisensory and communication-focused approach designed for learners with visual impairment and additional needs. At Primary level, pupils are exposed to Spanish through meaningful, playful, and sensory-rich experiences that focus on listening, joining in with key words and songs, developing confidence in communication, participating in simple routines and building curiosity toward languages and cultures.

Learning at this stage prioritises early communication, sound awareness, rhythm, interaction, enjoyment and cultural appreciation through music, movement, stories and tactile experiences, tailored to individual communication needs.

From Year 7 onwards, Spanish becomes part of the formal curriculum and follows a structured sequence that deepens language understanding, vocabulary recall, phonics awareness, sentence building, and cultural knowledge. As pupils progress through KS3 and KS4, learning becomes increasingly personalised and is supported through multisensory and accessible practice aligned with each learner's needs and communication profile.

5.1 Year 7

- Spanish phonics and core classroom vocabulary
- Greetings, personal information and introductions
- Talking about family and home routines
- Expressing likes and dislikes using sentence frames
- Developing listening, memory and speaking confidence
- Embedded cultural awareness and multisensory exploration

5.2 Year 8

- School routines, lessons and expressing preferences
- Describing town and local environment
- Giving simple opinions with reasons
- Continued phonics reinforcement and pronunciation practice
- Sensory-rich cultural exploration

5.3 Year 9

- Describing personal style and interests
- Giving extended opinions and beginning justification
- Talking about the world and personal aspirations
- Cultural comparisons and identity discussions
- Developing greater independence in communication

5.4 Year 10

- Identity, relationships and wellbeing
- Education and work-related language
- Free time, media and lifestyle communication
- Cultural customs and festivals
- Supported preparation for accreditation where appropriate

5.5 Year 11

- Travel, tourism and global citizenship
- Technology, environment and society
- Describing places and daily routines with increasing independence
- Practical communication skills for community participation
- Preparation for accreditation or personal learning goals

5.6 Programmes of Study

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Me presento Introducing myself	Mi burbuja My bubble	Me presento Introducing myself	Mi burbuja My bubble	Mis pasatiempos My hobbies	Mi casa My house
Year 8	En mi ciudad In my city	Mi insti My school	En mi ciudad In my city	Mi insti My school	Dieta y salud Diet and health	Por fin de vacaciones Finally on holiday
Year 9	Aquí mando yo I'm in charge here	Adict@s a la moda Fashion addicts	Aquí mando yo I'm in charge here	Adict@s a la moda Fashion addicts	Yo y mi mundo Me and my world	De paseo por el mundo hispano Exploring the Spanish-speaking world
Year 10	Identidad y relaciones Identity & relationships	Vida sana Healthy living	Educación y trabajo Education & work	Tiempo libre Free time activities	Costumbres y festivales Customs & festivals	Preparación de examen Exam preparation
Year 11	Cultura de las celebridades Celebrity culture	Viajes y turismo Travel & tourism	Medios y tecnología Media & technology	El medio ambiente The environment	Dónde vive la gente Where people live	Preparación de examen Exam preparation

6. Cross-curricular links

Spanish at St Vincent's is purposefully connected to learning across the wider curriculum. These links ensure that language learning strengthens core skills, deepens cultural understanding, and supports pupils in becoming confident communicators and global citizens.

Cross-curricular links include:

Literacy and Communication

Spanish reinforces core language skills through vocabulary development, phonics, sentence structure, and grammatical awareness. Pupils explore language patterns, idiomatic expressions and expressive communication, supporting confidence and fluency in spoken and written English. Storytelling, role-play and structured talk also strengthen verbal reasoning and turn-taking skills.

History and Culture

Pupils explore key moments, traditions and figures from Spanish-speaking countries, comparing them to British history and culture. This develops cultural awareness, empathy and a broader understanding of world events, while nurturing curiosity about diversity and heritage.

Geography

Pupils learn about Spanish-speaking regions across Europe, Africa, Latin America and the Caribbean. They explore climate, food, school life, and community structures, linking language study to global awareness, mapping skills and sense of place.

PSHE / Citizenship / Multicultural Education

Spanish supports themes of respect, diversity, identity and belonging. Pupils learn about values, manners and customs in Spanish-speaking cultures, developing empathy, tolerance and social understanding. This aligns closely with British Values and the Catholic ethos of dignity, inclusion and community.

Social Studies

Pupils are introduced to cultural practices, festivals, music, food and everyday life in Spanish-speaking communities, helping them appreciate similarities and differences between cultures and deepen their awareness of society.

Numeracy

Spanish lessons provide practical numeracy reinforcement through counting, dates, time, money and prices. Pupils practise using Euros, role-play buying and selling, and complete number-based challenges to strengthen sequencing, pattern recognition and practical maths skills.

ICT and Assistive Technology

Pupils use accessible digital tools to support language learning, including audio software, screen readers, speech-enabled devices and specialist learning platforms. This prepares pupils for independent learning, digital literacy and future employment pathways.

Sensory and Physical Development

Multisensory language learning includes movement, rhythm, tactile resources and gesture-based communication, supporting gross- and fine-motor development, spatial awareness and sensory access.

Through these purposeful links, Spanish contributes meaningfully to pupils' academic, social and cultural development, reinforcing communication, independence, confidence and global awareness.

7. Assessment, recording and feedback

7.1 Assessment

St Vincent's School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

- **Teacher Observation**
 - Monitoring engagement, effort, and technique during practical work.
 - Assessing how students use materials and respond to feedback.
- **Workbook / Folder Reviews**
 - Evaluating the development of ideas, research, experimentation, and annotation.
 - Encouraging self-reflection and documentation of progress.
- **Questioning and Class Discussion**
 - Informally assessing pupils' understanding of Spanish vocabulary, phonics, sentence structures and cultural knowledge.
 - Checking for depth of thought, vocabulary use, and analysis skills.
- **Peer and Self-Assessment**
 - Students reflect on their own work or critique classmates' work.
 - Encourages independent learning and critical thinking.
- **Feedback (Verbal and Written)**
 - Regular, specific feedback from the teacher during lessons.
 - Classwork is usually completed on lined paper or Braille paper and stored in individual pupil folders. This allows evidence to be personalised and accessible while ensuring that progress is recorded consistently in formats suited to pupils' visual and learning needs.

Summative assessment

- **Project Outcomes**

Final tasks are assessed against clear criteria, including pronunciation accuracy, vocabulary use, grammatical control, fluency and relevance to the learning theme, with adaptations made to support individual access needs.
- **End-of-term or end-of-year grades**

School-based levels – through iTrack).

At the end of each school term pupils will be assessed within 1 of the following bands:

- Emerging
- Developing
- On Track
- Secure
- Exceeding

Please see the below linked policies for further details:

- Assessment policy
- Teaching and Learning Policy

Marking

Children receive regular feedback and St Vincent's School marking follows the school's marking policy. More information can be gathered in our marking and feedback policy.

7.2 Recording

In Spanish, pupils will record their learning in the following ways:

- Topic books or folders
- Online assessment-based tool – iTrack

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report twice per year, once at Annual Review and once at Monitoring Evening.

8. Resources

8.1 Textbooks and other equipment

The main textbooks used to deliver Spanish at St Vincent's are ¡Claro! 1 and ¡Claro! 2, providing a clear, progressive and ambitious pathway through Key Stage 3 and Key Stage 4. Content from the ¡Claro! series is adapted to meet the needs of pupils with visual impairment and additional learning needs through large-print and Braille materials, tactile diagrams, accessible digital formats, high-contrast resources and teacher-made differentiated worksheets. Lessons follow the DfE National Curriculum and are aligned with the Curriculum Framework for Visual Impairment (CFVI), ensuring high expectations, inclusive practice and equitable access for all learners.

To enhance learning and ensure equal access, pupils use a range of audiovisual resources, real-world materials and assistive technology, including audio recordings, rhythm-based learning, tactile vocabulary cards, iPads, laptops, magnifiers, screen readers and switch-accessible software. Authentic materials such as maps, menus, songs, stories and videos develop cultural knowledge and communication skills, while online platforms (including Oak National Academy) support consistency and independent learning. This approach ensures all pupils, including those with visual and sensory needs, have meaningful access to language learning and develop communication, cultural awareness and independence in line with Ofsted expectations for ambition, inclusion and high-quality adaptive teaching.

8.2 External speakers, local museums, trips

Enrichment opportunities in Spanish are designed to broaden pupils' cultural understanding, communication skills and real-world awareness. Where appropriate and accessible, the school engages with native speakers, cultural organisations, community groups and education partners to provide workshops, conversation practice and cultural experiences that bring the Spanish language to life.

Pupils may also participate in local cultural experiences, such as visiting community spaces, exploring authentic Spanish food experiences, accessing public libraries for research activities, and taking part in school-based cultural days and multisensory immersion events. As part of the school's commitment to inclusion and independence, additional cultural experiences are developed through virtual connections, online events, multimedia resources and themed celebration days, ensuring all pupils can access rich cultural learning in a way that meets their individual needs and supports the school's Catholic ethos and values of global citizenship.

9. Roles and responsibilities

9.1 Senior Leadership Team

The Senior Leadership Team at St Vincent's school will:

Support the subject leader but also hold them to account for the effectiveness of the subject

- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at St Vincent's school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development

9.3 Link governor

The link governor responsible for monitoring the curriculum at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the curriculum manager / Assistant Headteacher
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will follow the responsibilities set out in the Home School Agreement.

10. Inclusion

All pupils are entitled to a broad, balanced and relevant curriculum which enables them to make progress in relation to their priority needs.

Pupils at St Vincent's may have additional needs – sensory, physical, emotional, behavioural or additional learning difficulties.

For these pupils there is a need to provide further modifications to the teaching programmes. As a school we ensure we follow the SEND Code of Practice (2014, updated April 2020) and the Education Health Care Plans (EHCP). Teachers will plan lessons so pupils with visual impairment and/or sensory need can study Spanish, wherever possible, and ensure that there are no barriers to every pupil achieving.

Differentiations for Levels of Ability

Pupils are taught in mixed ability groups. Pupils are assessed at regular intervals throughout the year. This assessment informs differentiation of work and allows individual programmes of study to be prepared.

Pupils at Key Stages 1 and 2 have one lesson of Spanish per week. At Key Stage 3, pupils have two lessons per week. At Key Stage 4 this increases to four lessons per week.

Pupils work mainly with the 'Claro' course at Key Stage 3. We also use BBC bitesize as a resource and produce grammar and activity booklets for students to use.

Classroom Approaches

The classroom approach is based on:

- Encouragement of pupils to be interested in both subjects.
- Providing suitable experiences where pupils are encouraged to explore new ideas.
- Exposition by the teacher:
 - a. To a small teaching group
 - b. To an individual pupil.
- High level of specialist LSA support for pupils.
- Encourage a relaxed teaching environment in which all participants can experience its various forms of investigating and making, using a wide variety of materials and techniques.

The above list is not exhaustive and should be adapted for each individual pupil.

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

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by staff and governors every year.