



**Oakwood
Academy**

Part of **KINGS ACADEMY TRUST**

MFL Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

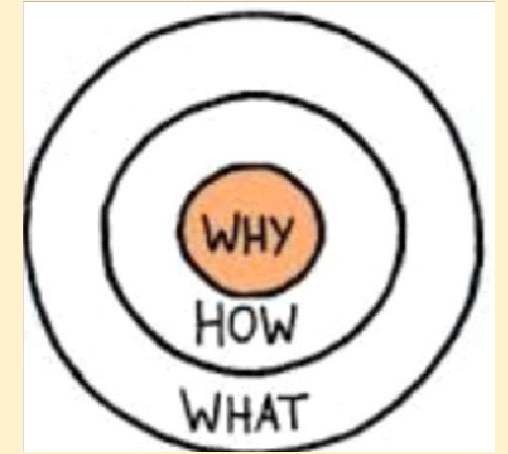
Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	K Thompson (Head of Department)
Policy to be reviewed:	September 2026
Summary of changes	New curriculum

Aims of Teaching and Learning at Oakwood: Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



Policy Development (How)

This policy has been developed through:

- External curriculum review from current HMI
- Guidance from external provider - Language Angels

Contents page

MFL

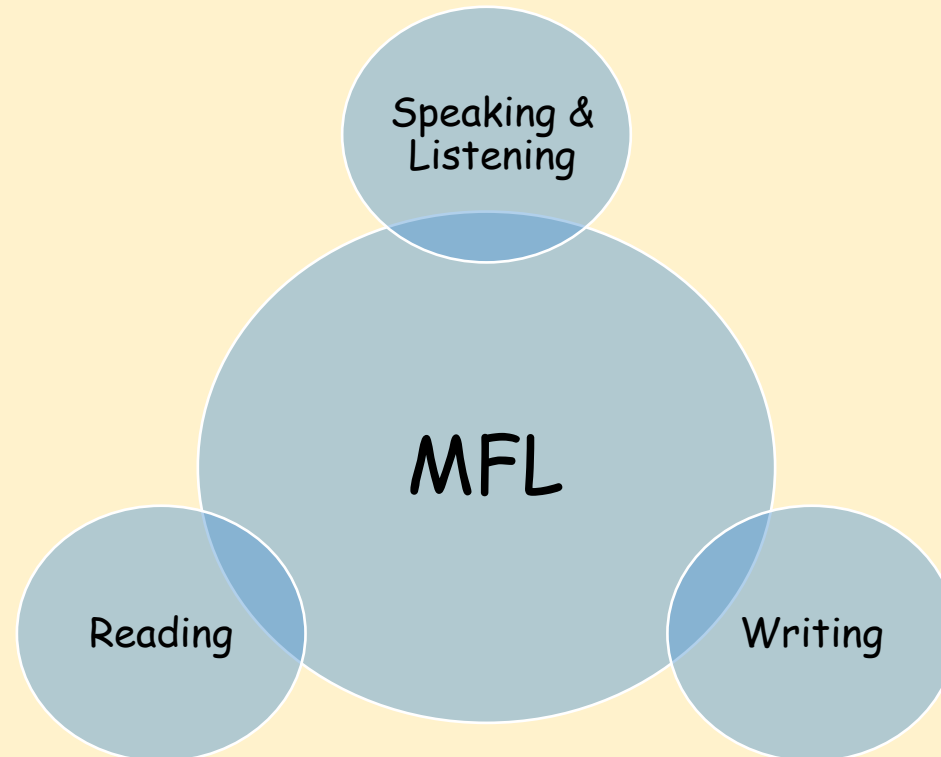
Contents	Slide number
<u>Subject information:</u> <ul style="list-style-type: none">• Introduction and aims• The Vision of RE at Oakwood• Professional links	1 - 2
<u>Subject design and intent:</u> <ul style="list-style-type: none">• Rationale• RE Curriculum Maps• Cross-curricular links	2 - 8
<u>Other information</u> <ul style="list-style-type: none">• Resources	9

Subject Information

MFL

Aims of this policy

- To introduce the **vision** of the MFL department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in MFL



Our vision for Modern Foreign Languages

OAKWOOD ACADEMY



Learning a foreign language provides an opening to other cultures. We believe a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and for some of our students in writing. It should also provide opportunities for them to communicate for practical purposes.

"You live a new life for every language you speak. If you only know one language, you only live once."

- Czech proverb

"A different language is a different vision of life."

- Federico Fellini

Modern Foreign Languages at Oakwood

Introduction and aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities. We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.



MFL Curriculum

		Autumn 1							Autumn 2							Spring 1					Spring 2					Summer 1					Summer 2					Summer Holidays				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Willows	Cycle 1	Los saludos Greetings		European Day of Languages			Los saludos Greetings		Los colores y los numeros Colours and numbers					Feliz Navidad Christmas			En la selva In the jungle					Felices Pascuas Easter			Canciones infantiles Nursery rhymes					Spanish language days										
	Cycle 2	Los saludos Greetings		European Day of Languages			Los saludos Greetings		Los colores y los numeros Colours and numbers					Feliz Navidad Christmas			El circo The circus					Felices Pascuas Easter			Bajo el mar Under the sea					Spanish language days										
Pathway 1: Sycamore, Fir and Pine	7	Intro to Espanol	Phonics Lesson 2	European Day of Languages			Me presento Presenting myself					Feliz Navidad Christmas		Phonics Lesson 4	La fecha The date					Felices Pascuas Easter		Phonics Lesson 3	¿Tienes una mascota? Do you have a pet?					Spanish language days												
	8	Intro to Espanol	Phonics Lesson 1	European Day of Languages			En mi pueblo In my town					Feliz Navidad Christmas		Phonics Lesson 2	Mi familia My family					Felices Pascuas Easter		Phonics Lesson 3	Mi casa My home					Spanish language days												
	9	Intro to Espanol	Phonics Lesson 1	European Day of Languages			Las estaciones The seasons					Feliz Navidad Christmas		Phonics Lesson 2	En la cafeteria At the Cafe					Felices Pascuas Easter		Phonics Lesson 4	El fin de semana At the weekend					Spanish language days												
		Autumn 1							Autumn 2							Spring 1					Spring 2					Summer 1					Summer 2					Summer Holidays				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Pathway 2: Maple	7	Intro to Espanol	Phonics Lesson 1	European Day of Languages			Aprendo Espanol I am Learning Spanish					Feliz Navidad Christmas		Phonics Lesson 3	Los animales Animals					Felices Pascuas Easter		Phonics Lesson 2	Me presento Presenting myself					Spanish language days												
	8	Intro to Espanol	Phonics Lesson 4	European Day of Languages			La fecha The date					Feliz Navidad Christmas		Phonics Lesson 2	Los transportes Transport					Felices Pascuas Easter		Phonics Lesson 1	En mi pueblo In my town					Spanish language days												
	9	Intro to Espanol	Phonics Lesson 2	European Day of Languages			Me presento Presenting myself					Feliz Navidad Christmas		Phonics Lesson 3	Mi Casa My home					Felices Pascuas Easter		Phonics Lesson 4	Las estaciones The seasons					Spanish language days												

The guiding principles of our curriculum through MFL

Inclusion focus

- We have selected accessible resources that supports pupils learning.
- We want Spanish lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success.
- MFL is designed to gradually build up pupil knowledge so that eventually pupils could work towards producing substantial pieces of work.
- Our tasks are short and varied. Where possible, activities will be modelled by on screen.

Appropriate content

- The curriculum content has been chosen specifically for it's appropriateness for our students, this is driven by rigorous assessments of student starting points.

Locality

- Life in Spain is compared to life on our local area.

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research.

Making connections across subjects

- Schema theory is supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at is core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarize ourself with the content from different subjects and the plan and build upon any links established.

Knowledge (Components and Concepts)

- Prototype theory is utilized by identifying key concepts across MFL

MFL key concepts defined:

Communication	Communication Expression of ideas and thoughts using language and to understand and respond to other speakers
Culture	The ideas, customs, and social behaviour of a particular people or society
Comprehension	Acquiring and building on a wide vocabulary base for comprehension purposes
Vocabulary	Building a body of useful words for different contexts and situations to enable communication and understanding.

Curriculum Design

We aspire to provide a rich and diverse curriculum that provides an accurate education into the lives of people in the past and a range of historical periods, fields, places and societies.

Organisation & Delivery

- There is a curriculum map across the whole of KS2 and KS3. This is split into pathways, Sycamore/Fir and Pine/Maple. We have chosen to have two different curriculum pathways because of the diverse needs and starting points of the cohorts of these groups.
- Students have a discrete lesson of MFL every week. Pine / Maple students have three 15 minutes sessions of MFL per week. With reading and writing difficulties taken into consideration the main focus for Pine/ Maple pathways is for conversational Spanish and their speaking and listening skills.
- There is regular planned repetition for all classes. This is deliberate as we focus on a smaller number of topics for a longer period of time, knowing our students SEND needs, this is the organisation most likely to aid long term remembering. For our Maple students there are fewer topics with more repetition, knowing our students well, we know this deliberately repetitive approach will provide the best opportunity for securing this knowledge in the long term.
- At the end of each sequence of learning there are opportunities to review and reinforce the skills and learning gained over the duration of it.
- Spanish is taught in a whole-class setting by the class teacher. We use the Language Angels Scheme.

Curriculum Design

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as '**Language Lego**'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Progress in Spanish

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualised based on their starting points.
- Students get better at Spanish by building up knowledge of key vocabulary and grammatical knowledge which is increasingly complex and secure. As they study particular periods, their vocabulary grows allowing them to link their learning across different areas studied.
- Two forms of assessment are available at the end of every Language Angels unit:
 - Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
 - More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets.



*Accessibility and
inclusivity*

We are committed to ensuring that all students have equal access to high-quality MFL education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed in languages. This section of our MFL policy outlines our approach to inclusivity.

Inclusive Teaching Strategies:

- a. Teachers will use inclusive teaching strategies to meet the diverse learning needs of students. This may include differentiated instruction, multisensory approaches, and the use of various teaching materials and resources.
- b. Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of scientific concepts.

Learning Environment:

We foster a supportive and inclusive classroom environment where students feel comfortable expressing their needs and seeking assistance. Our teachers promote a culture of respect, understanding, and peer support.

Extra-curricular Activities:

We offer inclusive extracurricular activities related to Spanish language and culture, allowing SEND learners to further engage with the language and build cultural competence.

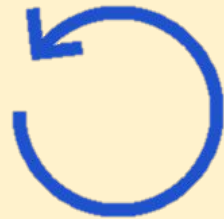
Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



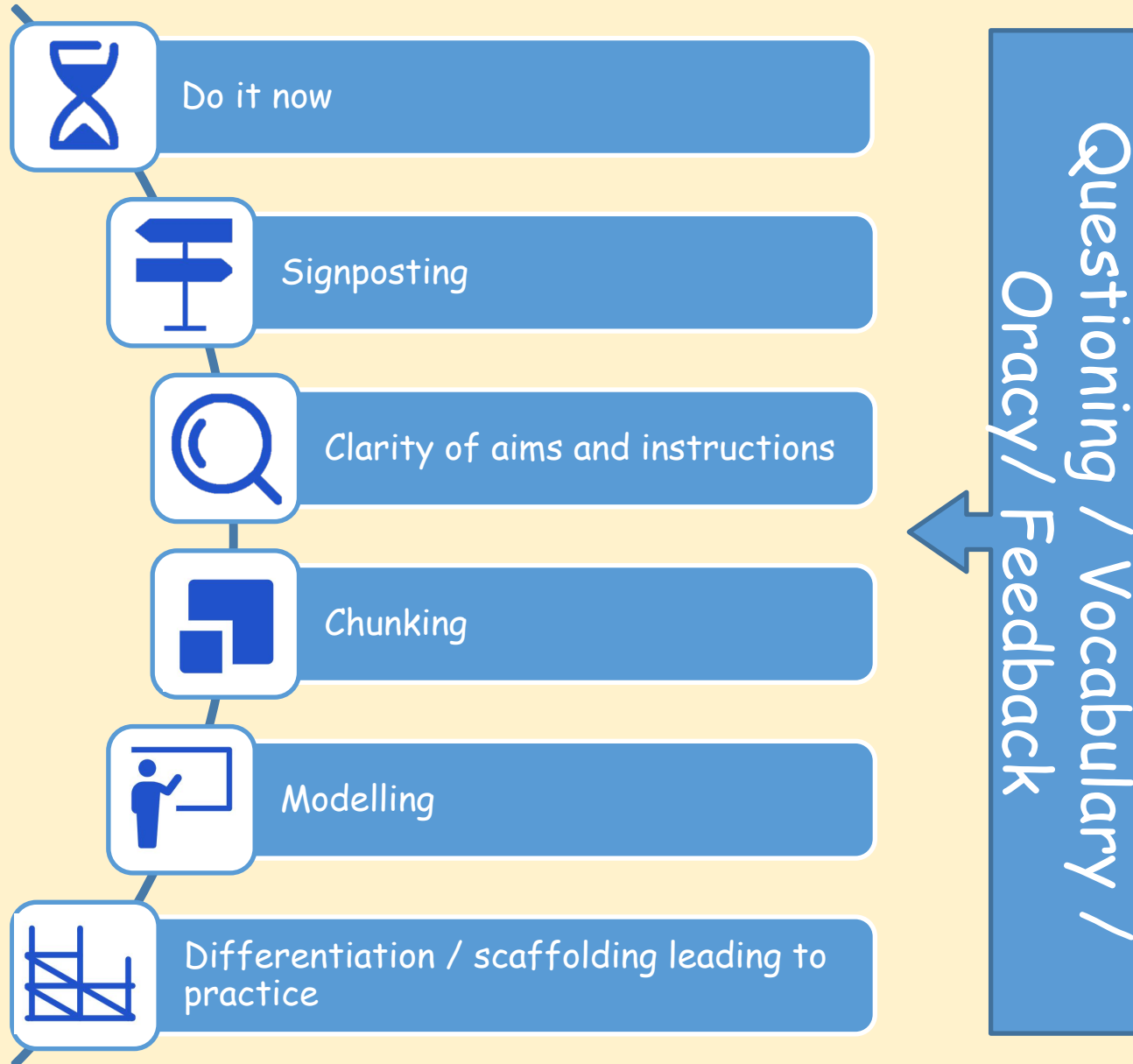
Lesson structure



Foundations

<p>Classroom environment</p>		<p>Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment</p>
<p>Knowing students and developing relationships</p>		<p>Developing relationships with students cannot be underestimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.</p>
<p>High expectations</p>		<p>'The higher the expectations of teachers, the better students perform' - (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.</p>

Lesson structure



How the Oakwood teaching and learning strategies are used to improve pupils learning in Modern Foreign Languages

- Do It Now**
 - Memory review activities are strategically planned to recall key knowledge and address misconceptions
 - This helps pupils by building up knowledge of the past to make it increasing secure.
 - Pupils study and revisit particular periods, events and people in the past and develop a rich understanding of these places and times.
 - We also use recall activities to develop chronological knowledge.
 - Pupils also develop their knowledge of important substantive concepts such as expansion, church, invasion (to name just a few). They repeat and recap these encounters in different historical contexts
- Signposting**
 - Signposting cues students in to what they can expect from each stage of their lesson.
 - If provides them with structure and clarity.
- Chunking**
 - Teachers use chunking to break down information and tasks into smaller manageable chunks or sections. This is important considering the low working memory demands of learners.
- Modelling**
 - Teachers provide worked examples for pupils to build up knowledge of the past to make it increasing secure.
 - Teachers model the key steps of particular periods, events and people in the past and develop a rich understanding of these places and times.
 - Pupils also develop their knowledge of important substantive concepts such as expansion, church, invasion (to name just a few). They repeat and recap these encounters in different historical contexts
- Scaffolding**
 - Involves using a range of strategies to provide temporary support for pupils
 - Sentence starters
 - Key word mats
- Adaptive teaching**
 - Scaffolding - teachers use a range of strategies to provide temporary support for pupils and moving towards them being more independent. Some examples include, writing frames, partially completed examples and hinge questions
 - Stretch and challenge - teachers use the history progression framework to identify the outcomes across schemes of work. This helps to provide appropriate stretch and challenge for all learners

Subject enhancements

At Oakwood, we believe in providing a wide reaching MFL education that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous language speakers throughout the curriculum. These enhancements aim to deepen students' understanding, foster a love for the subject, and highlight the importance of languages in the world around us. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Spanish Theme Day

Spanish Theme Day	
Year 7	Flamenco Dancing
Year 8	Music and Art Focus
Year 9	Food Studies and Resistant Materials Focus

Subject enhancements

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of famous scientists throughout the curriculum. The following scientists are some of those researched during lessons:

Year	Famous language speaker	
Year 7	Dr. Maya Angelou	Dr. Maya Angelou, a renowned American author, poet, and civil rights activist, was proficient in multiple languages. Her literary works and poems have been celebrated for their universal themes and powerful use of language.
Year 8	Dr. Elie Wiesel	A Holocaust survivor and Nobel laureate, Dr. Elie Wiesel is known for his profound writings in multiple languages. His work, including the memoir "Night," is widely studied and translated, illustrating the power of language to convey the human experience.
Year 9	Daniel Tammet	Daniel Tammet is a British author and autistic savant known for his remarkable linguistic abilities. He has learned and speaks multiple languages fluently. Tammet's journey showcases the power of the human mind and can encourage students to explore their own linguistic potential.

Links to wider learning

MFL

English

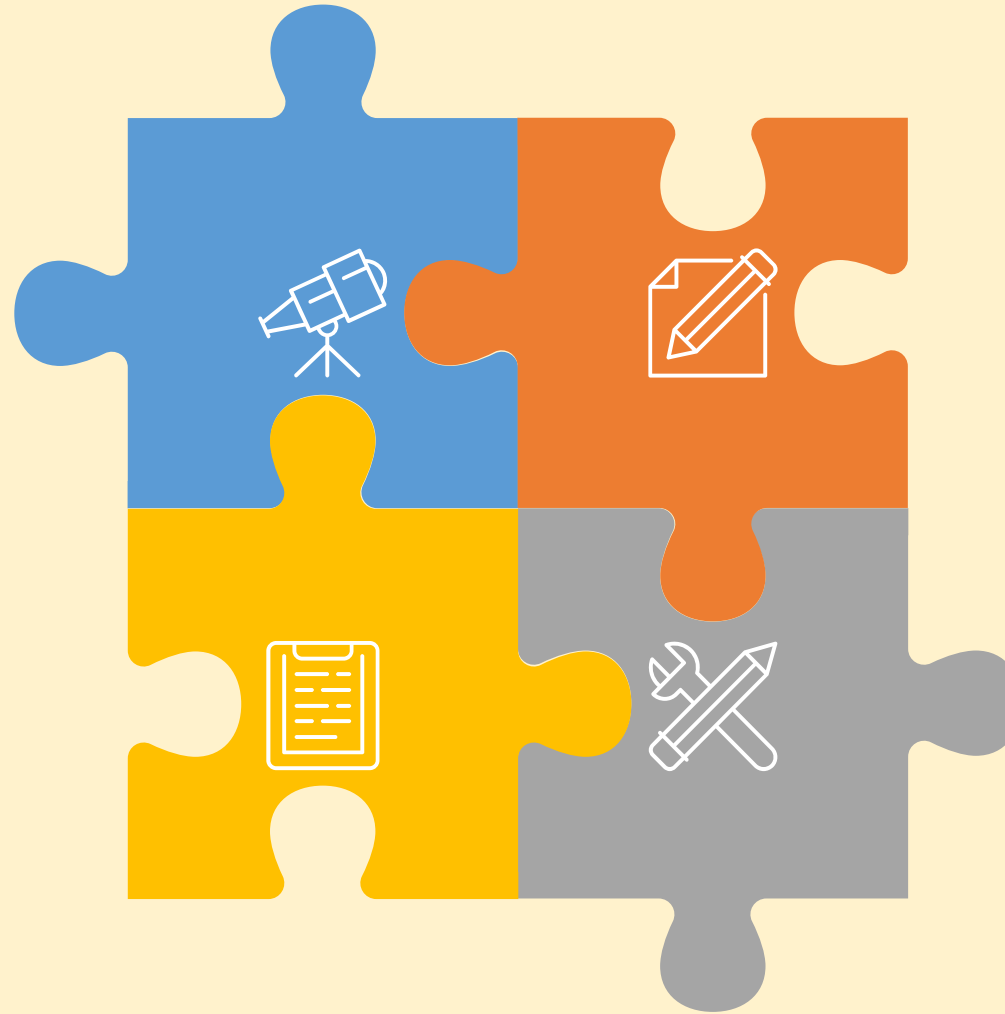
- Exploring and linking vocabulary
 - Reading and interpreting
 - Grammar and punctuation
- Writing and comprehension
- Phonics, learning the sounds letters make in Spanish
 - Translation

Science

- Exploring weather and seasons
 - Being healthy
- Healthy food and drink choices
 - Animals, pets and habitats

Maths

- Telling the time
 - Say what the date is
- Days of the week, months of the year
 - Learning about number vocabulary
 - Numbers and counting



Personal Development

- British Values
- Multicultural societies
- Respect for different cultures
- Comparison of ways of life (UK and Spain)
- Ability to communicate with others

Art/Music

- Spanish artists (Gaudi, Dali, Picasso)
- Spanish musicians/songs (Despacito)

Technology/Food

- Spanish architecture
- Spanish cuisine
- Tasting and making Spanish foods

Geography

- Locating Spain
- Locating Spanish speaking countries

MFL curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Explicit Spanish curriculum opportunities



See MFL curriculum - SMSC overview



See MFL curriculum - SMSC overview



See MFL curriculum - SMSC overview

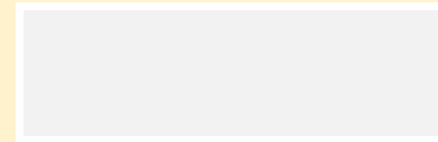
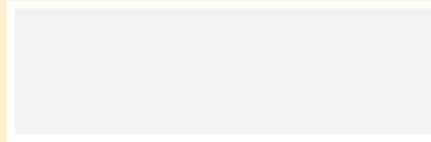


See MFL curriculum - SMSC overview

Learning about Spain



Social interaction in all MFL lessons.



Learning about Spain as a country during MFL teaching.

Celebrating diversity theme day



Themed days, leading to opportunities for discussion and reflection.



Themed day

Year 7 MFL SMSC Links: These values help students not only learn the Spanish language but develop a well-rounded, empathetic and culturally aware perspective.

Social

Group work is promoted across all year groups in MFL. Pupils are encouraged to practice new words aloud with both the teacher and their peers. Pupils are given the opportunity to learn from one another and share pronunciation and ways of remembering key words. Pupils start off by learning basic Spanish greetings therefore widening the opportunities for them if they were to visit Spanish speaking countries or meet a Spanish speaking person in the UK.

Spiritual

Through learning another language, pupils develop a fascination and interest in the world around them. We encourage pupils to embrace and accept other languages and cultures. Pupils explore the religious and spiritual beliefs of people in Spanish speaking countries. Pupils in year 7 are early on in their language learning journey so this allows them to reflect and find their own sense of 'identity'.

Moral

In MFL lessons pupils are encouraged to show empathy and understanding to others. Through learning the language and finding out about culture and traditions, stereotypes and intolerances are challenged in a structured and safe way ensuring pupils are empathetic to other cultures, traditions and beliefs. Pupils will be faced with discrimination scenarios allowing pupils to assess right from wrong and allowing them to reflect on their own attitudes and prejudices.

Cultural

In Year 7, pupils study Spanish foods and the seasons. This allows pupils to consider how people in different countries and cultures live daily. This allows pupils to make comparisons between the UK and Spain and reflect on how their own culture affects their everyday life. Pupils are encouraged to celebrate and embrace 'difference' at all times, in all contexts.

Year 8 MFL SMSC Links: These values help students not only learn the Spanish language but develop a well-rounded, empathetic and culturally aware perspective.

Social

As pupils progress through their MFL journey they are encouraged to work cooperatively in pairs and groups. They are encouraged to be confident with learning a language, experiment with pronunciations and learn from their mistakes but also their peers, seeing this as a valuable learning experience. This all contributes to pupils being able to develop social strategies therefore helping one another communicate effectively, especially when they are unsure or less confident with the language.

Spiritual

Through learning another language, pupils develop a fascination and interest in the world around them. We encourage pupils to embrace and accept other languages and cultures. Pupils explore the religious and spiritual beliefs of people in Spanish speaking countries.

Moral

In MFL lessons pupils are encouraged to show empathy and understanding to others. Through learning the language and finding out about culture and traditions, stereotypes and intolerances are challenged in a structured and safe way ensuring pupils are empathetic to other cultures, traditions and beliefs. Pupils will be faced with discrimination scenarios allowing pupils to assess right from wrong and allowing them to reflect on their own attitudes and prejudices.

Cultural

In Year 8, pupils study clothes, my family and presenting myself. This allows pupils to build on their Year 7 knowledge and begin to explore new areas within MFL. These topics allow pupils to discuss and challenge stereotypes as well as deepen their understanding around differences and similarities between cultures. Exploration of language and culture is crucial when learning a language, therefore year 8 also take part in a "MFL Themed Day".

Year 9 MFL SMSC Links: These values help students not only learn the Spanish language but develop a well-rounded, empathetic and culturally aware perspective.

Social

MFL promotes social development as pupils are encouraged to try new things. This may involve demonstrating great pronunciation or performing in front of their peers. This therefore promotes appreciation and support, peer-coaching and working as a team. Pupils are encouraged to use each other as a learning tool and develop social strategies for working together, even when a problem arises. The vast amount of opportunities to practice group speaking and listening promotes great social development.

Spiritual

Through learning another language, pupils develop a fascination and interest in the world around them. We encourage pupils to embrace and accept other languages and cultures. Pupils explore the religious and spiritual beliefs of people in Spanish speaking countries.

Moral

In MFL lessons pupils are encouraged to show empathy and understanding to others. Through learning the language and finding out about culture and traditions, stereotypes and intolerances are challenged in a structured and safe way ensuring pupils are empathetic to other cultures, traditions and beliefs. Pupils will be faced with discrimination scenarios allowing pupils to assess right from wrong and allowing them to reflect on their own attitudes and prejudices.

Cultural

In Year 9, pupils continue to build on prior knowledge and study the weather, pets, at the cafe and the classroom. These topics allow pupils appreciate food and lifestyle choices in Spanish speaking countries, allowing pupils to compare but also reflect on their own culture. Through studying these topics, pupils are able to foster a deeper understanding of differing societal norms and practices. Exploration of language and culture is crucial when learning a language, therefore year 9 also take part in a "MFL Themed Day".

British Values

British Values

- **Extremism and radicalization** - All subject teachers in the department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in MFL we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our Spanish curriculum and have pre-planned the coverage of the British values through the topics that we have selected.



Democracy



Rule
of Law



Individual
Liberty



Respect &
Tolerance

Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<p>The MFL classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Children will consider what life is like for individuals living in Spain (and sometimes other Spanish speaking</p>	<p>As part of learning about other cultures, laws of Spain and Spanish speaking countries will be mentioned, comparing them with British laws.</p>	<p>Children will explore their own individual liberty by considering themselves as global citizens and beginning to explore possibilities for travelling to, or even working in, other parts of the world when they are older.</p>	<p>Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on with the expectation that these must be listened to. Through our themed celebrating diversity day, we look at inspirational people linked to Spain.</p>	<p>Pupils are taught about historical, cultural and religious differences between the UK and Spain (with some reference to other Spanish speaking countries as well). Other cultures are always discussed in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected. Through our themed celebrating diversity day, we look at inspirational people linked to Spain.</p>