

SPANISH 2024-25

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

Flora Lewis

God can reveal himself to people in and through any language, and no speech or language is foreign to him (Ps. 19:3). This fact should encourage us to teach and learn various languages.

Intent statement

Our aim is to ensure that learning to communicate effectively in a foreign language will open up students' minds, create strong, inquisitive, independent individuals who have positive perceptions of themselves as language learners. We aim to do this by promoting our school Catholic ethos, and foster a passion for and appreciation of other people's, cultures and literature, within socio-historical and geographical contexts. Language learning enhances overall literacy and communication skills, both verbal and written, in both the target language and English. As a result, students are equipped with the thinking skills to develop their knowledge and understanding of the complexities of language learning and are able to learn any new foreign languages in the future, as the opportunity arises. As a department, we work on the basis that we provide opportunities for Languages for All, no matter their starting point, background or ability.

At St Cuthbert's Catholic High School, students focus on the four key skills of language learning: listening, reading, speaking and writing. Spanish isn't simply a curriculum area; it enables students to communicate effectively, developing skills that will follow them through life, which will prepare them for life after school.

Research the curriculum is based on

According to the 2021 OFSTED Research Review for Languages, ***‘at the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc. The EBacc is a set of subjects at GCSE that is designed to keep pupils’ options open for further study and future careers which include qualifications made up from English language and literature, mathematics, the sciences, geography or history, and a language (modern or ancient).’*** Therefore, our curriculum is designed so that ALL of our learners have the opportunity to access a foreign language in Key Stage 3 with the intention and aim of maintaining a good percentage of learners at Key Stage 4.

As it has been proven and according to OFSTED research, one of the reasons many students are not experiencing the same success in Languages compared to other subject areas is that students fail to understand the relevance of the subject. In addition, they also struggle to overcome the lack of belief in their ability and a lack of clarity about how they can improve. At St Cuthbert's, we aim to show our learners the relevance of language learning and have incorporated CEIAG opportunities into our schemes of learning so that our students can raise their aspirations for future careers which involve languages. In Spanish lessons, we work hard to encourage students' self-efficacy so that they feel more secure in their own success. Studies have shown that students' self-efficacy consistently results in academic achievement and can also support their literacy proficiency.

In order to ensure our students have an ambitious curriculum and they can experience success, we include the following in our teaching:

- knowing how to sound out words in a foreign language with a strong focus on phonics
- ensuring that the building blocks of language are in place so that students can exercise greater autonomy
- seeing non-native peers communicating effectively

Powerful knowledge

As a department, we are invested in providing our learners with an ambitious curriculum that not only pushes students beyond their previous expectations and preconceived limits, but is also designed so that our learners are equipped with the strategies needed to retain vocabulary so they are able to leave our lessons feeling confident that they have secured some new knowledge.

The subject content that is covered throughout Key Stage 3 and 4 is highly ambitious but accessible as it stays within the parameter of the vocabulary specification

Progression in key words/skills, concepts and grammar across all years showing strategic planning and development of grammar, tenses and vocabulary

Year 7	Year 8	Year 9	Year 10	Year 11
Verb endings Accent Pronunciation Fluency/fluient Conjunction Verb- <i>tener</i> Verb- <i>ser</i> Verbs- <i>jugar</i> and <i>hacer</i> Possessive adjectives Adjectives-endings Present tense Regular verbs Irregular verbs Masculine Feminine Singular Plural Cognates Comparatives- <i>más</i> and <i>menos</i> Comparatives-tan and tan ...como Using <i>es</i> and <i>está</i> Verb- <i>vivir</i> Definite article Preposition Imperative Synonyms Imperfect tense Verb <i>estudiar</i> Using <i>se puede</i> and <i>se debe</i> Using <i>antes de</i> and <i>después</i>	hay with singular and plural nouns comparatives tan and tan...como Imperfect tense Conditional tense exclamations with ¡qué...! <i>antes de/después de haber</i> use of <i>tú</i> and <i>usted</i> in informal/formal exchanges forming negative expressions preterite tense (regular and irregular)	<i>mientras/desde</i> <i>hace/acabar de</i> developing greater complexity demonstrative adjectives <i>este, esta, estos, estas, ese, esa, esos, esas</i> present continuous direct object pronouns radical changing verbs perfect tense regular verbs irregular past participles in the perfect tense Combining the future and conditional	adjective agreement and position rules interrogative words <i>unos/unas</i> for some <i>poder</i> + infinitive <i>los/las que</i> + verb; <i>gustar</i> interrogatives <i>dónde</i> and <i>por qué</i> <i>deber</i> + infinitive <i>hay que</i> + infinitive extend range of two verbs together adverbs such as <i>por lo general</i> formation of regular adverbs such as <i>normalmente</i> clauses introduced by <i>cuando</i> and <i>si</i> disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i> reflexive constructions such as <i>se puede, se necesita</i> possessive pronouns <i>mío</i> use of 'lo' in 'lo que' and <i>lo</i> + adjective; building on <i>si</i> clauses with present and future more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>)	modal verbs pluperfect tense subjunctive imperfect continuous enhanced statements of possibility including subjunctive after conjunctions of time (<i>cuando</i>) enhanced statements of possibility including <i>permitir, es posible que</i> + subjunctive <i>si tuviera que...</i> with conditional completions <i>hay que</i> + infinitive and <i>es</i> <i>importante que</i> + subjunctive verbs of emotion + subjunctive

KS3 Curriculum Rationale and Sequencing

In order for our students to have a positive impact on their motivation, our curriculum design ensures that students feel successful in their learning and are clear about how to make progress.

Our successful MFL curriculum planning incorporates and correctly sequences phonics, vocabulary and grammar.

Our planning shows high-quality languages education that includes:

- Logical curriculum plans showing progression in phonics, including around when to teach differences between English sound–spelling utterances and those of the target language.
- Planned practice and review of phonemes and how these link to graphemes is in place.
- Teaching that highlights how small differences in sound can unlock meaning for students.
- Curriculum plans recognise that vocabulary is an important component of language knowledge.
- Prioritising high-frequency words and considering carefully which topic-based vocabulary (other than high-frequency words) are introduced / taught.

Our language teachers aim to increase learners' automatic and fluent recall through planned '**Review of Learning**' activities so that students can retain new vocabulary in long-term memory which develop learners' level of mastery.

Our curriculum and its sequencing have been proven to be successful as since its implementation in 2022, Spanish students have performed exceptionally well including in 2023, the Year 11 cohort achieved the highest results the Spanish department has seen in years. We aim to develop learners from Year 7 by introducing basic knowledge and grammar. However, we understand the importance of building the curriculum in an ambitious way yet ensuring ALL students have the basic solid knowledge. Not all students who start in Year 7 have the same starting point, therefore, the curriculum is strategically planned to stretch those with some prior knowledge yet be attainable and accessible for those with no prior knowledge.

We aim build on the foundations of language learning laid at key stage 2, whether students continue with the same language or take up a new one. Ensuring our ***Languages for All*** mantra is embedded.

Year 7

The Year 7 curriculum lays the foundation for the study of Spanish throughout KS3. Students learn how to introduce themselves, give their age and date and describe nouns with colours. They also learn how to describe where they live, their families, personalities and also communicate their ideas about their school, sports and Spanish festivals, celebrated in Spanish speaking countries. Once the foundations are strong and retrieval of basic vocabulary and grammar are secure, Year 7 students will very quickly start to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt and speak with increasing confidence, fluency and spontaneity.

Year 8

The year begins with students learning to communicate their ideas about where they live and give descriptions about their houses and surrounding areas. Students will learn to give full descriptions of their area and region and start to include a variety of different tenses including past, imperfect and conditional. They deepen their knowledge and skills by describing how places have changed over time. The remaining themes for the year are food and drink, the body and health and holidays.

Year 9

The year begins with a focus on family relationships and friendships, using and building on the vocabulary relating to self, which was introduced in year 7 and 8 physical and character description, free time including TV and technology and holidays.

The themes covered by the KS3 Scheme of Learning link to the KS4 themes.

Key Stage 4 Rationale and Sequencing

Examination Rational

This year we have decided to change the exam board for the current Year 10 to **Edexcel** as the Modern Languages GCSE specification is changing for first teaching 2024. This specification appears to be more accessible to students and strategically planned throughout the scheme of learning. There are a number of changes to the exam which will in effect impact on our teaching. Person Edexcel worked with a variety of students, teachers and language sector experts to create a qualification that is accessible to all students and ensures they will be able to perform to the best of their ability.

Pearson Edexcel have developed student-centred and compassionate assessments – designed to make the assessment experience as positive as possible and to bring out our students' full potential.

Year 10

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Students are assessed on 4 skills areas:

Paper 1: Speaking in Spanish

Internally conducted and externally assessed:

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks

25% of the qualification Students are assessed on their ability to speak using clear and comprehensible language for a range of audiences and purposes, in different contexts, which are relevant to their current and future needs and interests. There are three consecutive tasks: **Task 1: Read aloud (12 marks)** Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. The task card will be allocated by Pearson. **Task 2: Role play (10 marks)** Undertake a transactional role play, in a setting taken from the defined list on pages 16–18. The task card will be allocated by Pearson. **Task 3: Picture task (12 marks) with conversation (16 marks).** Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.

Paper 2: Listening and understanding in Spanish

Written examination: Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks

25% of the qualification Students are assessed on their understanding of standard spoken Spanish by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings.

Section A: Listening (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions. All questions are set in English and students produce all responses in English. Section B: Dictation (10 marks) Students are assessed on their ability to transcribe spoken Spanish into written Spanish. They will be rewarded for their accuracy of spelling based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification.

Paper 3: Reading and understanding in Spanish

Written examination: Foundation tier: 45 minutes, 50 marks Higher tier: 60 minutes, 50 marks

25% of the qualification Students are assessed on their understanding of written Spanish across a range of formal and informal contexts, and in familiar and unfamiliar settings. Section A: Reading and Understanding (40 marks) Students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts. All questions are set in English and students produce all responses in English.

Section B: Translation into English (10 marks) Students translate a passage from Spanish into English, with instructions in English.

Paper 4: Writing in Spanish

Written examination: Foundation tier: 1 hour 15 minutes; 50 marks. Higher tier: 1 hour 20 minutes; 50 marks. 25% of the qualification Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in English.

Foundation Tier • Question 1: picture-based task (8 marks) • Question 2: one of two open-response questions, set in formal context (14 marks) • Question 3: one of two open-response questions, set in informal context (18 marks) • Question 4: translation into Spanish (10 marks)

Higher Tier • Question 1: one of two open-response questions, set in informal context (18 marks) • Question 2: one of two open-response questions, set in formal context (22 marks) • Question 3: translation into Spanish (10 marks) A recommended word count is specified for each open-response question.

Year 11

The current Year 11 will continue with the AQA specification. They will continue with the most current scheme of learning to ensure that all aspects of skills are thoroughly practised and understood in preparation for their exams.

Material to be examined:

Paper 1 – Listening

Higher

50 marks – 45 minutes (including 5 minutes reading time)

Foundation

40 marks – 35 minutes (including 5 minutes reading time)

Paper 2 – Reading

Higher

60 marks – 1 hour

Foundation

45 marks – 55 minutes

Paper 3 Writing

Higher

Q1 Structured writing task: Students respond to 4 bullet points.
90 words in total (approx.)
(16 marks)

Q2 Open-ended writing task: Students respond to two bullet points.
150 words in total (approx.)

(32 marks)

- Q3 Translation: From English into Spanish.
50 words minimum.
(12 marks)

Foundation

- Q1 Open-ended writing task: Describe a photo
4 sentences in total
(8 marks)
- Q2 Structured writing task: Students respond to 4 bullet points.
40 words in total (approx.)
Choice of 2 questions.
(16 marks)
- Q3 Translation: From English into Spanish
35 words minimum
(10 marks)
- Q4 Open-ended writing task: Students respond to 4 bullet points.
90 words in total (approx.)
Choice of two questions.
(16 marks)

Speaking Exam

The speaking exam will last between 7-9 minutes Foundation (including +12 minutes supervised preparation time and 10-12 minutes Higher (including +12 minutes supervised preparation time)

Higher / Foundation

- Q1 Role Play 2 minutes (approx.)
- Q2 Photo card 2 minutes (max) Foundation
3 minutes (max) Higher
- Q3 General conversation
You will be asked questions on 2 themes and you will have prepared your possible answers beforehand
This conversation will last 3-5 minutes Foundation and 5-7 minutes Higher

The themes covered for all 4 skills are:

THEME 1 – IDENTITY AND CULTURE

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in Spain

THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT

- My studies/Life at school
- Post-16 Education
- Jobs, career choices and ambitions

Teaching and Learning

Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

(Professor Dylan Wiliam)

A great teacher is one who is willing to do what it takes to be demonstrably more effective next year than this: it is not about how good you are today, but the journey you are on and the commitment to relentless improvement”.

(Professor Rob Coe)

All Curriculum Leaders will:

- Oversee and ensure the creation of high quality, well-sequenced, broad and balanced teaching and learning resources that builds knowledge and skills.
- Ensure all curriculum documentation is available to all teachers to plan teaching and learning
- Sequence teaching and learning in a way that allows students to know more and remember more over time
- Use their budget effectively to resource their curriculum area, providing teachers with the necessary resources for teaching and learning
- Drive improvement in teaching and learning, working with teachers to identify any challenges or barriers
- Timetable their subject to allocate time for students to achieve breadth and depth in teaching and learning
- Understand their subject fully and demonstrate excellence in their own teaching and learning
- Monitor progress in teaching and learning across their curriculum area by systematically reviewing a range of evidence, such as curriculum reviews, outcomes/assessment data, lesson observations, work scrutiny and student voice
- Improve on areas for development identified in their monitoring activities
- Create and communicate clear aims and intentions for teaching and learning in their curriculum area
- Create a culture of teacher development and improvement where all teachers are encouraged to share ideas, resources and good practice.
- Ensure all teachers in their curriculum area are engaged in T&L CPL activities such as subject knowledge development, T&L information briefings, instructional coaching programme and Steplab learning resources

All Teachers will:

Understand the content they are teaching

- Have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching
- Be clear and precise about the knowledge and skills they want students to learn in every lesson.
What will students know, understand or be able to do by the end of the learning sequence?
- Make Key Learning explicit to students in every lesson

- Be clear and precise about the subject specific vocabulary that students will need to know and understand to access the learning, and plan to pre-teach where necessary
- Ask themselves questions when planning effective implementation of the curriculum content, such as:
 2. *Where are the students starting from?*
 3. *Where do I want them to get to?*
 4. *How will I know when they are all there?*
 5. *How can I best help them all to get there?*
 6. *What may be the common sticking points in this content?*

Maximise opportunities for all students to learn all of the content

- Know students; their prior attainment, gaps in knowledge and specific needs, and use this as key part of planning.
- Demonstrate quality first teaching as the first wave of intervention for meeting the needs of SEND students
- Consider the different pedagogical approaches used to engage, motivate and challenge all learners in *subject*
- Aim for all students to access learning and succeed with even the most challenging content if scaffolded appropriately

Activate hard thinking for all students through a range of high quality teaching and learning strategies

What a “typical lesson” will look like in *subject* will vary depending on the individual teacher and students. Teachers will utilise a variety of their own teaching and learning strategies based upon their professional judgement and their knowledge of students and classes. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. “All knowing all” is the explicit goal in all lessons.

Structuring

- Ensure learning activities are appropriately sequenced; signalling Key Learning, Review of Learning, overview and key vocabulary from the outset
- Have high expectations of all students all of the time, regardless of their prior attainment, SEND need, disposition or background.
- Make learning accessible to all by matching tasks to learners needs
- Ensure that learning activities and outcomes focus on what students know and understand rather than what tasks they have completed.
- Aim to remove scaffolds over time and gradually increase independent practice for all students.
- Limit the amount of material students receive at one time, and then check that they have understood it before moving on
- Aim to provide students with time and opportunities to think, respond, make meaning and practice in every lesson.

Explaining

- Plan instruction and exposition with awareness of demands on students’ cognitive load, by presenting new material in small step

- Give clear and simple instructions and explanations
- Model steps and procedures during explanations
- Provide many examples (and non examples)
- Use worked examples and part worked examples in explanations
- Connect new ideas to prior learning and knowledge in explanations to help students build schema
- Check for listening and check for understanding during explanations

Modelling

- Teach to the top with expert instruction, explanation, exposition and modelling
- Understand students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- May demonstrate the worked activity in front of students, eg using a visualiser or live on the board
- Think aloud to narrate their thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide a range of models
- Guide practice with scaffolding (we do)
- Use examples and scaffolding to support students to demonstrate their learning. eg. sentence starters, key word definitions, procedural steps visible etc.
- Encourage effective class discussion
- Guide Independent, deliberate practice (you do)
- Provide the time they need to practise new material in a number of ways in order to master it.
- Aim to ensure scaffolding is reduced or removed for majority of students over time

Responsive Teaching

- Ensure that learning has stuck by checking for understanding of all students
- Confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.
- Ensure that If learning is not yet secure for most students the lesson should be adapted or retaught differently
- Ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Accountable Questioning

- Plan and ask a large number of questions to a large number of students skilfully, as the main tool to probe, check and extend all students' understanding
- Ensure that the majority of questions are asked through cold calling, with targeted questioning used to support and challenge students.
- Ensure that whole class responses to questioning can be done effectively with mini whiteboards and other similar strategies.
- Use a wide range and combination of questioning such as cold calling, process questions, probing questions, elaborate interrogation, think pair share, show me, affirmative checking, multiple choice, convergent, divergent, hinge and stretch it questions.
- Focus as much on error as on correctness when asking questions

- Focus on 'who still *doesn't* know' instead of 'who knows..'
- Ensure that all questioning is accountable and encourages all students to think
- Ensure no opt out for students by using 'I'll come back to you'

Retrieval Practice

- Ensure there is a review of learning (ROL) activity at the start of each lesson.
- Use retrieval practice regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.
- Ensure retrieval practice is low stakes, completed without access to notes and used in a spaced manner

Effective feedback

Feedback exists in many forms (e.g. Key assessed task marking, teacher live marking of exercise books, whole class marking and feedback, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Teachers will ensure that effective feedback in lessons:

- Is frequent and timely
- Informs their future planning and teaching
- Generates action and should be more work for the recipient than the donor.
- Is specific and focused on the most prominent areas to improve.
- Is accompanied by support in how to be successful with the next steps
- Allows appropriate time to make it better (MIB)

Creating a supportive learning environment so that all students can learn

Teachers know that in order for there to be excellent learning behaviours there needs to be the right classroom conditions, where all students feel safe, supported, appropriately challenged and valued. Teachers will ensure all students are confident in knowing what is expected of them in terms of learning and behaviour. Clear rules, routines and expectations are in place in all *subject* lessons.

All teachers are expected to:

- Have high expectations of all students
- Teach to the top, with necessary scaffolds to support those who need it
- Have clear and consistent routines and procedures so there is a safe, orderly environment, transitions are smooth and learning time is maximised
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language such as "not there yet", "Who still doesn't understand?"
- Aim to build positive interactions and relationships with all students through positive behaviour management, mutual respect and professionalism at all times.
- Model the manners, warmth, kindness and calmness that they expect from students
- Welcome all students into your class by greeting them at the door
Use positive framing to remind students of expectations and learning routines
Use meaningful praise and rewards as much as possible

- Provide students with the opportunity to adapt their behaviour before consequences are implemented
- Demonstrate that consequences are temporary, eg new lesson, fresh start approach
- Ensure that learning begins immediately and is sustained for the absolute maximum time in lessons
- Students sit in a seating plan that has been strategically thought out by teachers to maximise learning and support all students most effectively
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.
- Aim to use the least invasive behaviour correction strategies such as: Non Verbal Intervention (**NVI**) Anonymous Individual Correction (**AIC**) Positive Group Correction (**PGC**) Private Individual Correction (**PIC**) Lightening Quick Public Correction (**LQPC**)

Assessment in *Spanish*

Assessment Rationale

Objective: To ensure our assessments measure the specific skills and knowledge that our students are expected to acquire.

Rationale: Each assessment task is directly linked to the course's learning objectives, ensuring that what is being tested is what has been taught. For example, if the objective is to enhance conversational skills, the assessment will include oral exams or interactive dialogues.

Assessment Strategies in Spanish

Written Exams: Test grammar, vocabulary, reading comprehension, and writing skills.

Oral Exams: Assess speaking ability, pronunciation, and fluency.

Listening Comprehension: Evaluate the ability to understand spoken Spanish.

Class Participation: Measure engagement and practical use of Spanish during class activities.

Peer Assessments: Foster collaborative learning and self-assessment skill

Low stakes testing : Review of Learning, multiple choices quizzes

Key Assessed Tasks : 4 skills listening, speaking , reading , writing

Knowledge tasks : vocabulary and grammar retrieval

Questioning techniques: students encouraged to answer with a why and how

KS3

At Key Stage 3, students will complete 4 Key Assessed tasks throughout the year, at the end of each module and will be based upon curriculum end points. Students will also complete 4 knowledge tasks generally testing retrieval of vocabulary and grammar. A variety of assessment formats (e.g., written tests, oral exams, listening comprehension, and projects) provide a more comprehensive evaluation of a student's proficiency in Spanish. This ensures that students who may excel in one area but struggle in another still have the opportunity to demonstrate their abilities. Formative assessments, such as quizzes and in-class activities, provide regular feedback and opportunities for improvement. Summative assessments, such as final exams or comprehensive projects, evaluate cumulative knowledge and skills at the end of a learning period. We also aim to include cultural understanding as a component of the assessment. Language learning is not just about grammar and vocabulary but also about cultural context. Assessments may include tasks like interpreting cultural practices, understanding idiomatic expressions, or comparing cultural differences. This helps students gain a deeper appreciation and understanding of Spanish-speaking cultures. Tasks are designed to be inclusive, taking into consideration diverse backgrounds and learning needs. Accommodations are made for students with disabilities or those who require additional support,

ensuring everyone has an equal opportunity to succeed. Detailed feedback helps students understand their strengths and areas for improvement. Reflection activities encourage students to think critically about their learning process and outcomes, fostering a growth mindset. Assessments will aim to focus on 1 or 2 skills areas at once ensuring that these skills are equally assessed.

KS4

At Key Stage 4 students will complete 3 KATs and 8 knowledge tasks throughout the year. The assessment rationale for Key Stage 4 Spanish is designed to provide a balanced and comprehensive evaluation of students' language skills and cultural understanding. By aligning assessments with learning objectives, employing a variety of methods, and ensuring fairness and inclusivity, the approach supports student learning and provides a clear measure of their proficiency in Spanish. Continuous improvement and reflective practices ensure that the assessment strategy remains effective and relevant to students' educational needs. By aligning assessments with learning objectives, students are evaluated on what they have been taught. This includes listening, speaking, reading, and writing skills, as well as cultural knowledge. This alignment helps ensure fairness and relevance in the assessment process. Formative assessments, such as quizzes and classroom activities, offer continuous feedback and opportunities for improvement. Summative assessments, like end-of-term exams, measure students' cumulative knowledge and skills. This combination supports student learning and provides a clear measure of achievement. Types of assessment at KS4 are:

Written Exams which test grammar, vocabulary, reading comprehension, and writing skills. The objective is to assess students' ability to understand and produce written Spanish.

Oral Exams evaluate speaking ability, pronunciation, and fluency with the intention to assess students' spoken Spanish in various scenarios, including dialogues and presentations.

Listening Comprehension including tasks that require students to listen to and understand spoken Spanish which can measure students' ability to comprehend spoken language in different contexts.

Reading comprehensions using authentic texts and dialogue that students can be familiar or unfamiliar with testing their ability to decode unseen language and understand gist of meaning.

Cultural Capital

In the context of Spanish teaching, Cultural Capital involves imparting knowledge, skills, and understanding that enable students to engage meaningfully with Spanish-speaking cultures helping students understand the relationship between language and cultural identity. We discuss the diverse ways Spanish is spoken in different countries, including regional dialects and accents. Use literature, music, and film from various Spanish-speaking countries to highlight how language reflects cultural identity. In our curriculum, we celebrate cultural festivals such as Día de los Muertos, La Tomatina, las San Fermín. We teach students about cultural norms and etiquette in different Spanish-speaking countries. Use role-playing exercises and simulations to practise real-life scenarios, such as greetings, dining etiquette, and business interactions emphasising the importance of cultural sensitivity and respect.

We provide examples of formal and informal language use, slang, and idiomatic expressions. Use authentic materials such as films, TV shows, and advertisements to illustrate how language varies across different social settings and regions. Our curriculum discusses the contributions of Spanish-speaking individuals in fields such as science, technology, sports, and entertainment and explore how Spanish has become a global language, spoken by millions of people worldwide.

We also have opportunities to travel to Spain to immerse ourselves into Spanish language and culture.

Catholic Social Teachings

Catholic Social Teaching (CST) encompasses a collection of principles that guide how to build a just society and live lives of holiness amidst the challenges of modern society. Integrating these teachings into Spanish language can enrich students' understanding of both the language and the ethical dimensions of the cultures where it is spoken. Here's how we incorporate CST into Spanish teaching:

7. **Life and Dignity of the Human Person** - Facilitate discussions in Spanish about current events affecting human dignity in Spanish-speaking countries, such as immigration issues or human rights abuses.
8. **Call to Family, Community, and Participation** - Explore family structures and community life in various Spanish-speaking cultures. Discuss how these structures support individuals and reflect community values.
9. **Rights and Responsibilities** - Teach about the rights all people deserve and the responsibilities that come with them.
10. **Option for the Poor and Vulnerable** - Focus on the needs of the poor and vulnerable in society.
11. **The Dignity of Work and the Rights of Workers** - Watch and discuss documentaries about labour conditions in Spanish-speaking countries,
12. **Solidarity** – Establish relationships with primary schools and collaborate with students in Key Stage 3 / 4 with those in Key Stage 2.
13. **Care for God's Creation** - Read articles and stories in Spanish about environmental issues affecting Spanish-speaking countries, such as deforestation in the Amazon or pollution in urban areas, and discuss possible solutions.