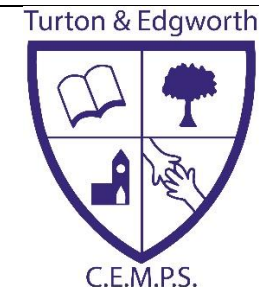


# Foreign Languages Curriculum Impact Statement 22/23



## Overall synopsis / developments:

Teachers have a clear overview of what they are working towards and if they are meeting these criteria by the assessment tool within Language Angels, and other supplementary materials. They will use the long-term planning documents provided in the form of an S Plan, which links to our Impact Curriculum, that shows the progression of what is taught. Teachers will then download the unit planners to ensure the correct units are being taught to the correct classes at each stage of the year. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each term. |This new approach has been developed this year to help create greater coverage of the subject. An area that has been developed is the significant revamp of the order of teaching the units, and a bigger emphasis on allowing time for the subject.

## Subject leadership - CPD, Monitoring and books:

I have liaised with other schools re the teaching of Spanish and also attended CPD for the subject. I have met with the school governor who is responsible for the teaching of Spanish and together we carried out a learning walk and did lesson observations. Monitoring in books showed not as much recording as we would like and steps have been addressed to improve this – it was discussed that a lot of verbal work would be recorded and saved on file.

## Data overview for Spanish

Percentage of children at the Expected Standard or better (age appropriate)

Key Stage 2
92.9%

## Highlights / Life in all its fullness:

Super Learning day – Spanish Tuck shop.

## Pupil voice (including ambassadors)

Pupils enjoyed learning about Spanish this year, and after meeting with the ambassadors, we decided to have a Spanish Tuck shop. Children were involved in the cooking and selling of our own Spanish tuck shop, it proved a great success.