

## THE ROCHE SCHOOL SPANISH POLICY

*This policy which applies to the whole school is saved on the school shared system and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

<b>Information Sharing Category</b>	Public Domain / School Shared System (Public copy provided on request)
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### **Introduction**

The Roche School Spanish Policy applies to The Roche School.

In accordance with, and beyond the requirements of these regulations, The Roche School makes its policies available to view on the public area of the school's website – [www.therocheschool.com](http://www.therocheschool.com).

### **Definition**

At The Roche School, we aim for Spanish to gradually replace French as the core language taught at the school. There are several reasons for this shift: Spanish is the second most widely spoken language in the world, it is an official language of the UN, the European Union and other international institutions, and the British Council (2017) noted that it is the most important for people in the UK to learn.

Alongside aiming to teach Spanish as the main foreign language at the school, we have also begun Spanish immersion from Reception. Mornings consist of the English curriculum taught in English; afternoons involve lessons in Spanish where applicable based on the English curriculum, delivered by a qualified teacher with in-depth Spanish fluency. Our current specialist teachers in Music and Sport provide lessons in the related Foundation Subjects.

The Spanish immersion classes begin in Reception and go up to Year 2 in their immersive format. From Year 3 to Year 6, pupils will focus on the 11+ transition to secondary school programme, whilst receiving a higher proportion of Spanish language provision than any other English primary school in London.

Through the teaching of Spanish, the aim is for children to develop a familiarity with the language, whilst developing an interest in and curiosity about the wider world.

We believe that learning a language enriches the whole school curriculum. The links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. We highlight this during our annual Languages Week, where the school immerses itself in Hispanic and French language and culture. The skills, knowledge and understanding gained in Spanish lessons contribute to the

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development of children's oracy and literacy and to their understanding of their own culture/s and those of others.

We believe that learning a language should provide excitement, enjoyment and challenge for children, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.

### **Aims and values**

The aims of the Spanish immersion classes are for pupils to:

- develop an enthusiasm for learning languages;
- develop greater awareness of the benefits of understanding and speaking a different language;
- start to communicate and gain confidence in another language initially by speaking and listening, and later with reading and writing;
- respect and understand other cultures, heritage and multilingualism;
- become involved in the international dimensions of the school;
- gain enjoyment, pride and a sense of achievement;
- explore and apply strategies to improve their learning;
- be further exposed to Spanish than in a traditional primary school setting;
- in Reception, work towards Spanish assessment statements created by the school based on the EYFS Development Matters statements;
- in Year 1, Year 2 and Year 3, work towards Spanish assessment statements created by the school.

### **Planning**

Planning for lessons in the Spanish immersion classes in Reception is based on the Early Years Foundation Stage, and applicable afternoon lessons are delivered in Spanish; in Year 1, Year 2 and Year 3, lessons are based on the National Curriculum and applicable afternoon lessons are delivered in Spanish. Planning for these lessons adheres to the expectations outlined for lessons taught in English-speaking classrooms also and can be found in the Curriculum Maps.

### **Teaching and Learning**

In the Spanish immersion classes, observational assessment in Reception is used to ensure that learning meets their needs; at the end of Reception, children are assessed against assessment statements that have been created by the school in line with the EYFS Development Matters statements. In Year 1, Year 2 and Year 3, pupils are regularly assessed internally and informally, as part of our good practice. There is also a termly summative assessment used to inform our teaching and measure the stream's impact. Questions in the assessment are based on our curriculum.

Spanish lessons in the Spanish immersion classes include:

- learning Spanish vocabulary in an interactive way
- asking and answering questions
- playing games and learning songs
- using language that has been taught in role play situations

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- learning about life in Spanish-speaking countries

## **EYFS**

Children spend much of their time in Spanish lessons and lessons in the Spanish immersion classes speaking, listening and interacting. They take part in conversations, question and answer work, songs, as well as responding to a wide range of aural stimuli.

This emphasis on communication, including the importance of language learning in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy. This enables them to learn much about the sound patterns of Spanish and to begin to reproduce the language and engage in spoken interaction.

## **KS1**

Children spend much of their time in Spanish lessons and lessons in the Spanish immersion classes speaking, listening, interacting, and starting to write. They take part in conversations, question and answer work, songs, and they respond to a wide range of aural stimuli. Children in the Spanish immersion classes are gradually exposed to the written form in KS1, in the form of words and phonics.

## **KS2**

From Year 3 to Year 6, pupils will focus on the 11+ transition to secondary school programme, whilst receiving a higher level of Spanish language provision than any other English primary school in London.

## **Children with Special Educational Needs and/or English as an Additional Language**

As part of our good practice, we adapt teaching to the needs of our learners. This may be through examining Pupils Passports, and working with the Learning Support Coordinator, SENCo and the EAL department. Ongoing assessment for learning allows teachers to ensure that pupil needs are being met.

In the Spanish immersion classes, we differentiate provision and assess the children's Spanish levels to meet their needs. Spanish-speaking teachers in the stream are integral to supporting the development of children who are both non-native and native Spanish speakers.

## **Development**

We aim for Spanish to gradually replace French as the core language taught at the school.

Alongside eventually teaching Spanish as the main modern foreign language, we have rolled out the Spanish immersion classes to Year 2. From Year 3, the focus shifts to our Transition to Secondary School programme, although pupils will continue to learn Spanish at a level that suits their needs, as a timetabled subject.

## **Links to other curriculum areas**

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Spanish lessons across the school align with our Spiritual, Moral, Social and Cultural Development Policy, Curriculum Policy and the Single Equalities Policy.

In the Spanish immersion classes, afternoon lessons where applicable are delivered in Spanish and are based on the Early Years Foundation Stage or National Curriculum; this means that there are various links between Spanish and other curriculum areas.

### **Reference list**

British Council. (2017). Languages for the future. Available at:  
[https://www.britishcouncil.org/sites/default/files/languages\\_for\\_the\\_future\\_2017.pdf](https://www.britishcouncil.org/sites/default/files/languages_for_the_future_2017.pdf) (Accessed: 8 December 2022).