

# *Subject Audit for Ofsted*

Subject: Spanish



# Curriculum Intent

## How does the Spanish curriculum take account of the context of your pupils?

*In this section, you are expected to show that you have excellent awareness of the pupils that attend your school – for example, pupils who go abroad and those who know some Spanish, etc.*

*Identify how this understanding has helped you choose and amend the Spanish curriculum.*

*Why was Spanish chosen in the first place?*

*Is Spanish taught throughout the school, or just in KS2?*

*How many pupils have experience of Spain (holidays or otherwise)?*

## How does the Spanish curriculum ensure that pupils build on prior learning and sequentially improve their knowledge as they age?

*Ensure you have a clear progression plan starting at the foundation stage and moving on to Year 6 (appreciate that Spanish is not statutory in KS1, but you may show what you do as preparation, etc.).*

*Within the overall plan, you should have created strands, such as speaking, listening, reading and writing and demonstrated how the new learning supports pupils' prior learning and understanding.*

*How do you effectively integrate phonics, vocabulary, and grammar within the Spanish curriculum?*

*Can you outline your strategy for progressively building these skills throughout the different year groups?*

*How do you ensure pupils can confidently apply their acquired phonics, vocabulary, and grammar knowledge when speaking, reading, and writing in Spanish?*

# Curriculum Intent 2

## How does the Spanish curriculum account for all pupils' needs, including your most disadvantaged and SEND pupils?

*Look for evidence of adaptive teaching by support and challenge.*

*How much practical content is provided for pupils during lessons?*

*On the whole, the content should be the same for all pupils.*

*Are any pupils not accessing Spanish for some reason?*

*Is there any evidence of using learning links to self (especially for those who have experienced going to Spain on holiday) or previous Spanish learning to help maximise the opportunity for retention?*

## How do you ensure that the Spanish curriculum guarantees pupils in Year 6 have full coverage, which is not lessened by the additional time given to English and Maths?

*This should be a quick check to ensure that, particularly in Year 6, all planned Spanish units are being covered and that the focus on reading, writing and Maths SATs assessments has not meant that Spanish learning has been reduced or rushed.*

# Curriculum Implementation

How do you ensure the staff's Spanish knowledge is strong and secure enough to deliver motivating and exciting lessons?

*During observations or learning walks, do staff appear confident when delivering Spanish?*

*How confident are those teachers who confess to their poor or limited Spanish knowledge? How do they support learning?*

*Do you have a specialist delivering Spanish or follow a scheme? If so, how do you help all staff improve their subject knowledge?*

How does the Spanish curriculum provide opportunities for pupils to make learning links to prior learning and their own experiences?

*Is there enough time for pupils to retrieve learning from previous Spanish lessons, and is this consistently built into the learning? For example, interlink reading and speaking.*

*Is there any opportunity for pupils to make learning links to self-experiences?*

*Do pupils have opportunities to hear Spanish spoken by a native speaker?*

# Curriculum Implementation 2

## How does the Spanish curriculum guarantee that pupils will remember and retain key knowledge and skills for the long term?

*Are all staff following the key knowledge and skills outline for Spanish that has been agreed?*

*Is there enough time to retrieve previous knowledge from the Spanish lessons and personal knowledge (learning links)?*

*Is there time to reflect on the new learning at the end of units?*

## How do formative and summative assessments in Spanish help recognise pupils' progress and identify gaps in their learning?

*Are the assessment procedures fit for purpose?*

*Do they help to identify gaps in provision or understanding?*

*Can you justify the assessment procedures and protocols in place?*

*How often are they reviewed?*

*How demanding is the assessment system on teacher workload?*

# Curriculum Implementation 3

How well are resources, including video clips, used in Spanish lessons to help pupils build on previous knowledge and ideas?

How well do staff use Spanish resources across the school?

Is there a noticeable difference between different year groups?

How are staff using teaching assistants in Spanish lessons?

Do pupils listen to Spanish spoken by someone from Spain often enough to help with their pronunciation and accent?

If you have any, how effectively do you use pupils whose first language is Spanish?

How is the Spanish curriculum developing pupils' research and reading skills?

How soon are pupils introduced to the country 'Spain' and its traditions and customs?

How much opportunity is provided for pupils to research Spain and other Spanish-speaking countries?

How are pupils encouraged to learn more about where Spanish is spoken outside Spain?

# Curriculum Implementation 4

## How well are staff ensuring pupils have time to reflect on their learning in Spanish?

*Is there enough time for pupils to synthesise their learning before moving on to the next learning unit?*

*Does this involve pupils speaking to each other in Spanish?*

*How is this being managed across the school?*

*Do older pupils, in particular, put presentations together to support new aspects of their Spanish learning?*

## How well do staff balance role-play and writing in Spanish lessons?

*Is there enough time provided for pupils to role-play?*

*When role-playing, is there enough time to reinforce important protocols?*

# Curriculum Impact

## How do you know that pupils are making positive progress in Spanish?

*How do you measure progress within lessons in Spanish?*

*How do you measure progress over time in Spanish?*

*Does this involve pupils knowing more and remembering more?*

*How do you know how many pupils attain the level expected for their age at the end of each year?*

*Do you consider if some pupils are working at greater depth?*

## Which aspect/s of the Spanish curriculum seems strongest, and why? Do any need further development?

*Is there evidence of strengths and weaknesses in reading, writing, speaking and listening?*

*Does this vary across different year groups?*

*How are you helping pupils with their pronunciation of Spanish?*

# Curriculum Impact 2

## How do you ensure that pupils' English reading and writing skills are being enhanced within the Spanish curriculum?

*How are staff ensuring that the quality of reading and writing in English is linked to reading and writing in Spanish?*

*Is there evidence of pupils' grammatical competence in English supporting their learning in Spanish?*

*Are there opportunities for pupils who enjoy learning Spanish to join a club or belong to a Spanish group?*

## How well prepared are pupils to take on the Spanish curriculum in KS3?

*Are opportunities taken by upper KS2 staff, in particular, to get to know the requirements of the KS3 curriculum?*

*What links have been created between the school and secondary schools to ensure pupils are well-prepared for KS3 Spanish lessons?*

*If Spanish is not on the KS3 curriculum at the pupils' next school, how have you ensured that the Spanish knowledge they have will be valuable to them in life?*

# Leadership: 1

## What impact have you had on the Spanish curriculum being delivered at your school/ academy?

*What rationale was used to choose Spanish as a foreign language at your school?*

*How have you set out to ensure Spanish is taught to a very high standard?*

*How do you define high expectations?*

*How are you providing leadership by example in Spanish?*

*How do you monitor and evaluate the quality of education provided in Spanish?*

## What CPD (including research) have you received for your leadership role this year?

*How do you keep up-to-date with the latest research into teaching Spanish, especially at KS2?*

*Do you (or the school) belong to any Spanish forums?*

*How confident are you about leading Spanish across the whole school?*

*How are you supporting staff who need more confidence in delivering Spanish lessons?*

# Leadership: 2

## How have you communicated changes/ alterations to the Spanish curriculum to the staff and leadership team?

*How often is the Spanish curriculum reviewed?*

*How do you communicate any amendment or alteration to the Spanish curriculum to the rest of the staff, governors, and parents?*

*Have you considered if the balance across reading, writing, listening and speaking needs adjusting?*

## What are your priorities for next year? How have you identified these?

*How do you identify what has gone well and what has not?*

*How do you set about creating a priority list?*

*How do you collect evidence to support your findings?*

*What does your action plan for Spanish look like?*