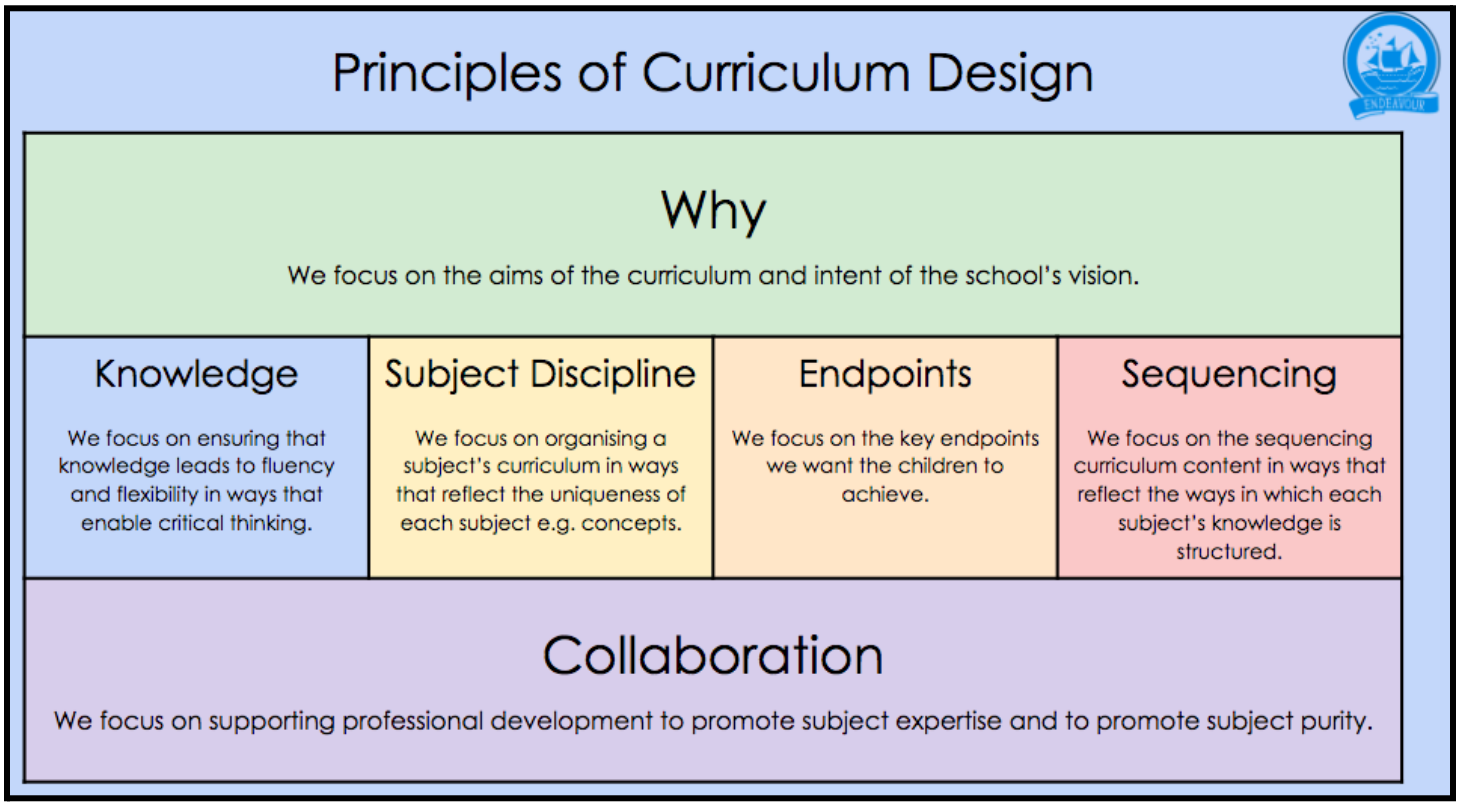
Spanish
at Endeavour Primary School

When designing our curriculum, we apply our 6 Principles of Curriculum Design.

Principles of Curriculum Design



1. We focus on Why

Why do we educate?

How does Spanish support the aims of our curriculum?

At Endeavour, we know that there is some knowledge and values that are so important that we don't want to leave their transmission to chance. When designing our curriculum, we select the knowledge that children will need to achieve the following:

- to experience personal empowerment,
- to gain the knowledge expected of someone living in the UK,
- to be prepared to make informed decisions as part of democratic society,
- to be prepared to become a productive and prosperous member of the workforce.

Our Spanish curriculum is a vital part of achieving our curriculum aims.

Personal Empowerment

At Endeavour, we design our curriculum in ways that lead to children being able to actively participate in their lives. In Spanish, by learning the knowledge and concepts that we have chosen to learn in detail, children learn to communicate effectively. This prepares them to be active participants in their own lives. For example, repeatedly returning to varying sentences in increasingly complex ways develop transferable communication skills. This skill prepares children to make decisions about their lives and to access learning about any area of Spanish with success in Secondary School.

Furthermore, Spanish is a crucial component of our curriculum because it helps us to pass on the best that has been thought and known and to ensure that our children leave Primary School with an expected amount of knowledge about the world.

Cultural Transmission

At Endeavour, we design our curriculum in a way that ensures that we pass on the best that has been thought and known. In Spanish, by developing fluency in the knowledge that we have identified should be developed fluently, we give our children important knowledge that empowers them to thrive. For example, we want our children to develop fluency in the following areas:

- Speaking
- Listening
- Writing
- Reading
- Key concepts:
    - Communication, Interaction and Appreciation.

As well as giving children empowering knowledge that allows children to participate in their own lives and to enter society with an expected amount of knowledge, Spanish also prepares children for citizenship.

Preparation for Citizenship

At Endeavour, we design our curriculum in a way that prepares children to make informed decisions as members of a democratic society. In Spanish, by developing fluent knowledge of the four areas of language learning (Reading, Writing, Speaking and Listening) and our chosen key concepts (communication, interaction and appreciation) we prepare our children to make informed decisions. For example, we know that children who can understand and appreciate other languages will be more able to communicate fluently in an interconnected world. Furthermore, we know that children who have developed fluent knowledge of the concept 'interaction' will be better prepared to interact and engage with democratic processes.

In addition to empowering children to participate in their lives, giving an expected amount of knowledge and preparing children to make informed decisions, the Spanish curriculum prepares children to thrive in the workplace.

Preparation for Work

At Endeavour, we design our curriculum in a way that prepares children for work. In Spanish, by developing fluent knowledge of the four areas of language learning (Reading, Writing, Speaking and Listening) and our chosen key concepts (communication, interaction and appreciation) we prepare

our children to succeed at work. We know that Spanish develops transferable skills and that the learning process and key concepts prepare children with mental models that can be applied to any industry. For example, developing knowledge of 'communication' prepares children to confidently approach new situations and, indeed, to succeed in jobs that do not yet exist.

When designing our curriculum, we ensure that we select knowledge and structure its implementation in ways that lead to personal empowerment, cultural transmission, preparation for citizenship and preparation for work. However, we also acknowledge that there exists the injustice of disadvantage and so we shape our curriculum around the core aim of tackling disadvantage.

Tackling Disadvantage

At Endeavour, we take seriously the responsibility to address the fact that children do not enter school with the same starting points. For example, we know that children enter school with different amounts of background knowledge, knowledge of vocabulary and having had different opportunities to access a range of life experiences.

At Endeavour, we tackle disadvantage by intentionally giving children background knowledge and vocabulary and by ensuring that our curriculum is a window to the world beyond their lived experience.

Importantly, we ensure that our curriculum is a window for *all* of our children and that we, therefore, promote representation and diversity. In some subject areas, strategies to promote representation and diversity are more overt. For example, in Reading, we make deliberate choices through the lense of representation and diversity, choosing texts for the children to read that have diverse characters, settings, themes and are written by diverse authors. In other subjects, strategies are more subliminal. For example, in all subject areas, we promote representation and diversity by giving the message that 'you don't have to be a certain way to be successful'.

In Spanish, we promote representation and diversity by giving the children the knowledge of new cultures and traditions. For example, in Stage 1, children learn about Christmas celebrations in spanish-speaking countries. Therefore, children develop their understanding of other cultures and are able to respect and celebrate differences.

Additionally, we deliberately infuse the curriculum with the message that 'you don't have to be a certain way to be successful'. For example, we place emphasis on personal responses.

Knowledge, Sequencing, Endpoints

What do we teach? When do we teach it? What are the Endpoints

'Knowing where your curriculum is headed is important: 'The clearer you are about where you want to go, the better chance you have of getting there' (Mccrea, 2015, p. 32)

Our Spanish curriculum focuses on the key endpoints we want the children to achieve and we focus on breaking content down into appropriately-sized chunks and teaching them in a meaningful order within each domain.

	Core skills of learning			
	Listening	**Speaking**	**Reading**	**Writing**
Stage 1	Can understand **a few familiar** spoken words and phrases.	Can **say/repeat a few words and short simple phrases** and would be understood by a sympathetic native speaker. **CLICK FOR EXAMPLE STUDENT**	Can recognise and **read out a few familiar words** and phrases.	**Can write or copy a few simple words** or symbols as an emergent writer of the target language.
Stage 2	Can understand **a range of familiar spoken phrases** and is able to listen for specific words and phrases.	**Can ask and answer simple questions and give basic information**. Can pronounce familiar words and some new words accurately. **CLICK FOR EXAMPLE STUDENT**	Can **understand simple written phrases**. Can match sounds to familiar written words.	Can **spell some familiar written words and phrases accurately** and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand **the main points from a series of spoken sentences** (including questions.) May require some repetition.	Can **ask and answer simple questions on several topics and can express opinions**. Can take part in brief pre-prepared tasks such as short presentations and role plays. **CLICK FOR EXAMPLE STUDENT**	Can **understand the main point(s) from a short, written passage in clear printed script**. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can **write two or three short sentences as a personal response**, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand **the main points and some detail from a short, spoken passage** with comprising of familiar language.	Can **take part in a simple conversation and can express simple opinions**. Generally accurate pronunciation (to a sympathetic native speaker). **CLICK FOR EXAMPLE STUDENT**	Can **understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account**. Can use a bilingual dictionary to access unfamiliar language.	Can **write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs** in the present tense on a familiar topic using reference materials, support if necessary.

Core skills document:

https://pln.myvle.co.uk/files/sc3490/websites/lspace_48/resources/__91acf52c3ba1af604d0eebb3f5775f3a.pdf

Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	**A new start** (Greetings, feelings, numbers, colours)	**Welcome to school** (Recap core language, rooms in a school, classroom objects)	**Talking about us/school subjects** (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	**Revisiting me/Telling the time/Everyday life** (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	**Calendar and celebrations** (Bonfire colours, commands, days and months, Christmas)	**My town, your town** (Commands, shops, asking and giving directions)	**Time in the city** (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	**Homes and houses** (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	**Animals I like and don't like** (Animal nouns, singular and plural, opinions, story)	**Family tree and faces** (Epiphany, family members, personal info, face parts, describing with colours)	**Healthy eating, going to market** (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	**Playing and enjoying sport** (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	**Carnival and using numbers** (Carnival, numbers to 15, core language recap, age, dates, Easter)	**Face and body parts** (Face and body parts nouns and commands, yoga with body parts, alien creation)	**Clothes** (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	**Funfair and favourites** (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	**Fruits and vegetables, Hungry Giant** (Fruit and veg nouns, counting, asking politely, story, board game)	**Feeling unwell/Jungle animals** (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	**Out of this world** (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	**Tapas culture** (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)
Summer 2	**Going on a picnic** (Picnic story, food items, polite request) **Aliens in Spain** (Explore Spain, ask and answer 'where do you live?') **Language Puzzle***	**The weather** (Weather phrases, seasons, forecast) **Ice creams** (Flavours, opinions) **Language Puzzle***	**Going to the seaside** (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) **Language Puzzle***	**Performance Time** (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) **Language Puzzle***

Stage 1 LTP:
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fpln.myvle.co.uk%2Ffiles%2Fsc3490%2Fsc3490003%2F104%2F%5B51057%5DLTP_Stage_1_Spanish_V2T_and_C2T.docx?dt=1740490709

Stage 2 LTP:
https://view.officeapps.live.com/op/view.aspx?src=https://pln.myvle.co.uk/files/sc3490/websites/lspace_110/resources/__9b0d02545b7b1950df49de3d1719d4ed.docx%3frd=1

Stage 3 LTP:
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fpln.myvle.co.uk%2Ffiles%2Fsc3490%2Fsc3490003%2F104%2F%5B51057%5DLTP_Stage_3_Spanish_V2T_and_C2T.docx?dt=1740490779

Stage 4 LTP:
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fpln.myvle.co.uk%2Ffiles%2Fsc3490%2Fsc3490003%2F104%2F%5B51057%5DLTP_Stage_4_Spanish_V2T_and_C2T.docx?dt=1740490798

Subject Discipline: Key Concepts

What key concepts do we focus on? What do children learn about them?

To avoid a curriculum that is 'a mile wide and an inch thick' subject leads focus the curriculum on 'fewer topics pursued to greater depth' (Oates, 2010, p.17)

When designing our curriculum, we focus on organising a subject's curriculum in ways that reflect the uniqueness of each subject.

Key takeaways regarding key concepts in the Endeavour Curriculum:

- Each subject is unique and has its own concepts;

- There are numerous concepts but some can be deemed as being 'key';
- The selection of 'key concepts' is contestable;
- When selecting 'key concepts', subject leaders are steered by the school's vision and the aims of the curriculum;
- Concepts are complex and 'knotty';
- The knowledge to be learned about each concept must be broken down, sequenced and returned to repeatedly;
- Developing fluent, flexible knowledge will allow for critical thinking about our chosen 'key concepts'.

In Spanish, we have chosen to focus on the following key concepts:

- Communication
- Interaction
- Appreciation

Why did we choose these concepts?

These concepts have been chosen because they support the overall aims of our curriculum: they instill knowledge that tackles disadvantage and promote understanding that supports social mobility.

'When considering how to sequence knowledge across a curriculum, it is useful to consider the ways in which subjects differ. Different subjects may have different bodies of knowledge; this knowledge is structured in different ways (Bernstein, 1999).'

Why communication?

We have chosen to focus on communication in recognition of the fact that the purpose of learning vocabulary and sentence structures is to be able to understand and to be understood.

Why interaction?

We have chosen to focus on interaction because we understand that communication does not rely solely on language structures: it involves interpersonal interactions. Therefore, we want to support children to confidently apply their knowledge of language with another person, not in isolation.

Why appreciation?

We have chosen to focus on developing appreciation of other languages and cultures because we want our Spanish curriculum to act as a window to a world that is beyond the children's lived experience.

Concept	Communication
Stage 4	Children develop more detailed knowledge of vocabulary and they learn to use sentence structures in a wider range of more complex contexts.
Stage 3	Children develop more detailed knowledge of vocabulary and they learn to use sentence structures in a wider range of contexts.
Stage 2	Children learn a wider range of vocabulary and they learn to read, write and understand simple sentence structures.
Stage 1	Children learn basic vocabulary.

Concept	Interaction
Stage 4	Children can confidently answer a range of questions and give their opinion with growing flexibility and detail. Children develop a confident 'voice' in Spanish.
Stage 3	Children can ask and answer a growing range of questions, using more detail to answer some questions. Children learn to share their opinion with growing confidence. Children begin to develop a confident 'voice' in Spanish.
Stage 2	Children can ask and answer a series of basic questions, following a predictable routine with some confidence. Children begin to develop a 'voice' in Spanish.
Stage 1	Children can ask and answer basic questions, following a predictable routine. Children imitate the 'voice' of strong language models.

Concept	Appreciation
Stage 4	Children learn that tapas culture is important in Spain.
Stage 3	Children learn that market culture is important in some countries.
Stage 2	Children learn about Epiphany and compare New Years celebrations with their own experiences.
Stage 1	Children learn that Spanish is an important global language. They learn that it is spoken in Spain and many countries of Latin America. Children learn that Spanish celebrations can be different to British celebrations and that carnivals are important festivals in some countries.

Implementation

How is our Computing curriculum implemented?

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'Learning involves a lasting change in long term memory (DfE 2020).'

Curriculum intent is important: what should be taught and in what order. Curriculum implementation is about how that content is taught (DfE, 2021).

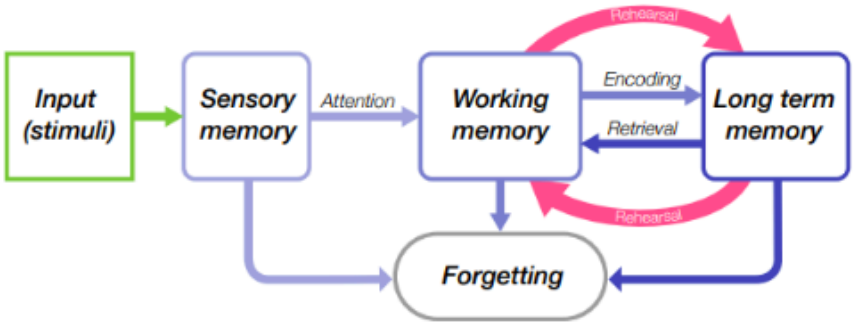
We recognise that curriculum implementation is key to achieving the aims of our curriculum.

At Endeavour, we have developed the following mechanisms to support consistent, effective implementation of our curriculum:

- An evidence-informed approach to High Quality Inclusive Practice (HQIP);
- A 'Model Lesson' format
- An embedded Coaching and Mentoring Programme;
- ECT support programme that goes beyond statutory requirements;
- Strong, supported subject leadership;
- A robust programme of professional development that is aligned with school improvement priorities and is responsive to unfolding development needs of our staff.
- Pupil Progress Meetings

Our approach to implementing our curriculum is founded on our understanding of cognitive science.

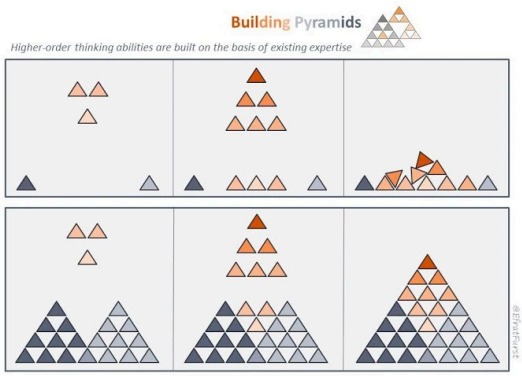
Cognitive Load Theory



Cognitive Load Theory, EEF

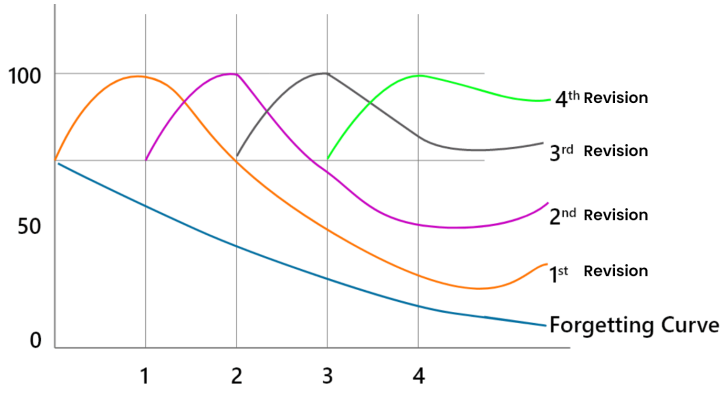
- Learning requires attention
- Learning is processed in the Working Memory
- The Working Memory is supported by knowledge that is stored in the Long Term Memory
- Practice is required to encode new learning and to prevent forgetting.

Secure prior learning supports new learning



- Working Memory is limited
- Secure Prior Learning supports the Working Memory to integrate new ideas with existing knowledge.

Repeated practice prevents forgetting



Ebbinghaus, 1885

High Quality Inclusive Practice

In light of our understanding of cognitive science, we have designed a consistent approach to High Quality Inclusive Practice (HQIP) which is applied in all areas of our curriculum to ensure that the chosen content of our curriculum is well delivered and that delivery leads to lasting change.

Characteristic 1	Characteristic 2	Characteristic 3	Characteristic 4	Characteristic 5
Inclusive, empowering learning environments	Effective learning journeys	Effective scaffolding	Effective modelling	Assessment for learning

Pupil Progress Meetings

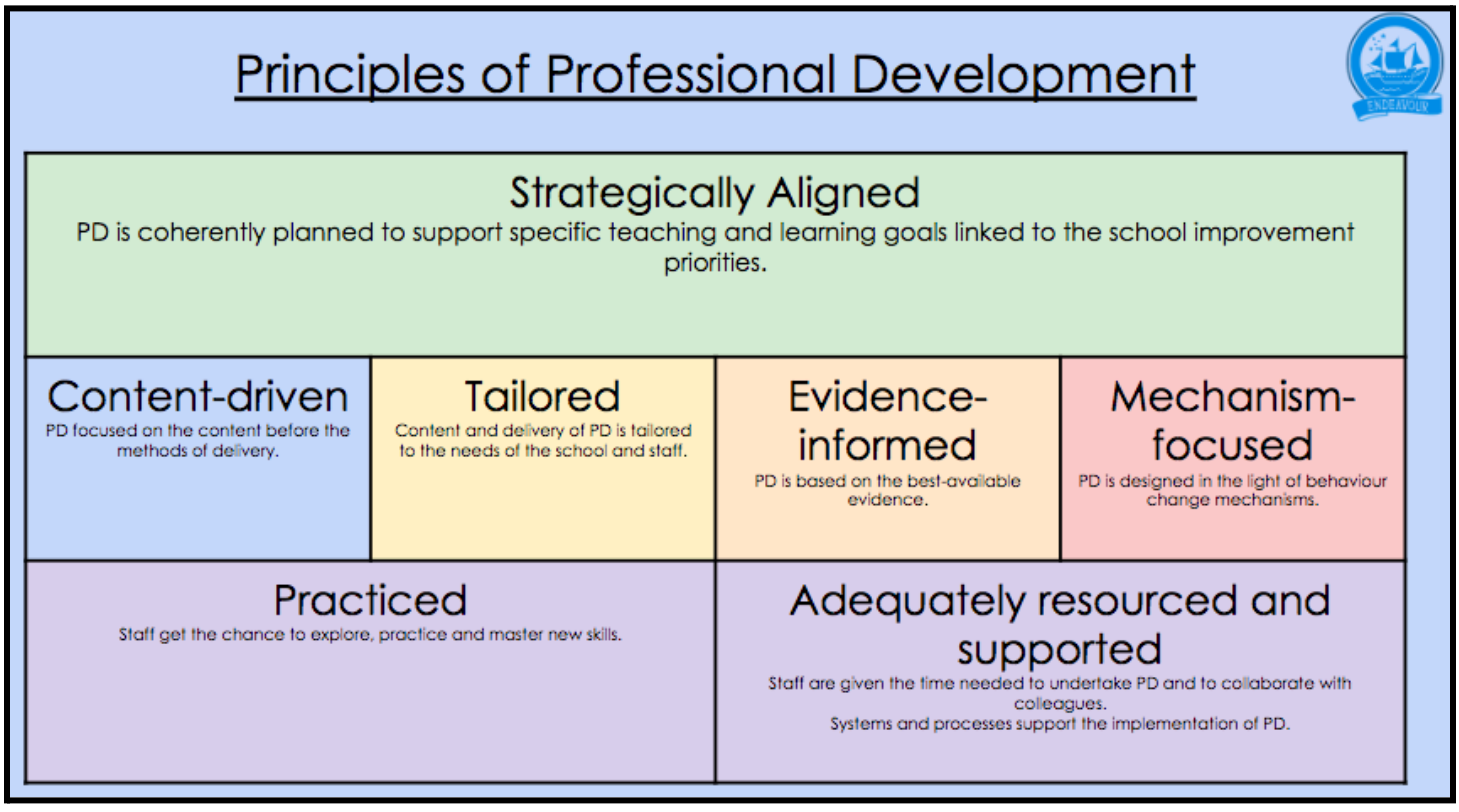
Pupil Progress Meetings take place termly. They are used as a central vehicle to supporting and challenging our teachers to improve outcomes for our children. In the meetings, class teachers work alongside senior leaders to evaluate the information that can be gained from children's bookwork and all the assessment information that can be drawn upon. A significant amount of time is invested in these meetings. The meetings are used to identify children who need further support to achieve and adaptations to delivery (HQIP) and curriculum design are planned with a view to ensuring that all children achieve aspirational targets.

Interim Pupil Progress Meetings

During the half term following Pupil Progress Meetings, Intertim Pupil Progress Meetings take place. These meetings are used to check progress against the actions that were planned during Pupil Progress Meetings and to support and challenge staff to remove barriers to pupil progress.

How is professional development used to support effective curriculum implementation?

Implementation of our curriculum is supported through a robust programme of professional development. All of our professional development is underpinned by our Principles of Professional Development.



Professional development is planned to support the school improvement plan. Professional development plans are updated to respond to information gained through monitoring, assessment

information and Pupil Progress Meetings. Professional development sessions take place weekly and each one is aligned with the milestones of our school improvement plans.

Subject Briefings

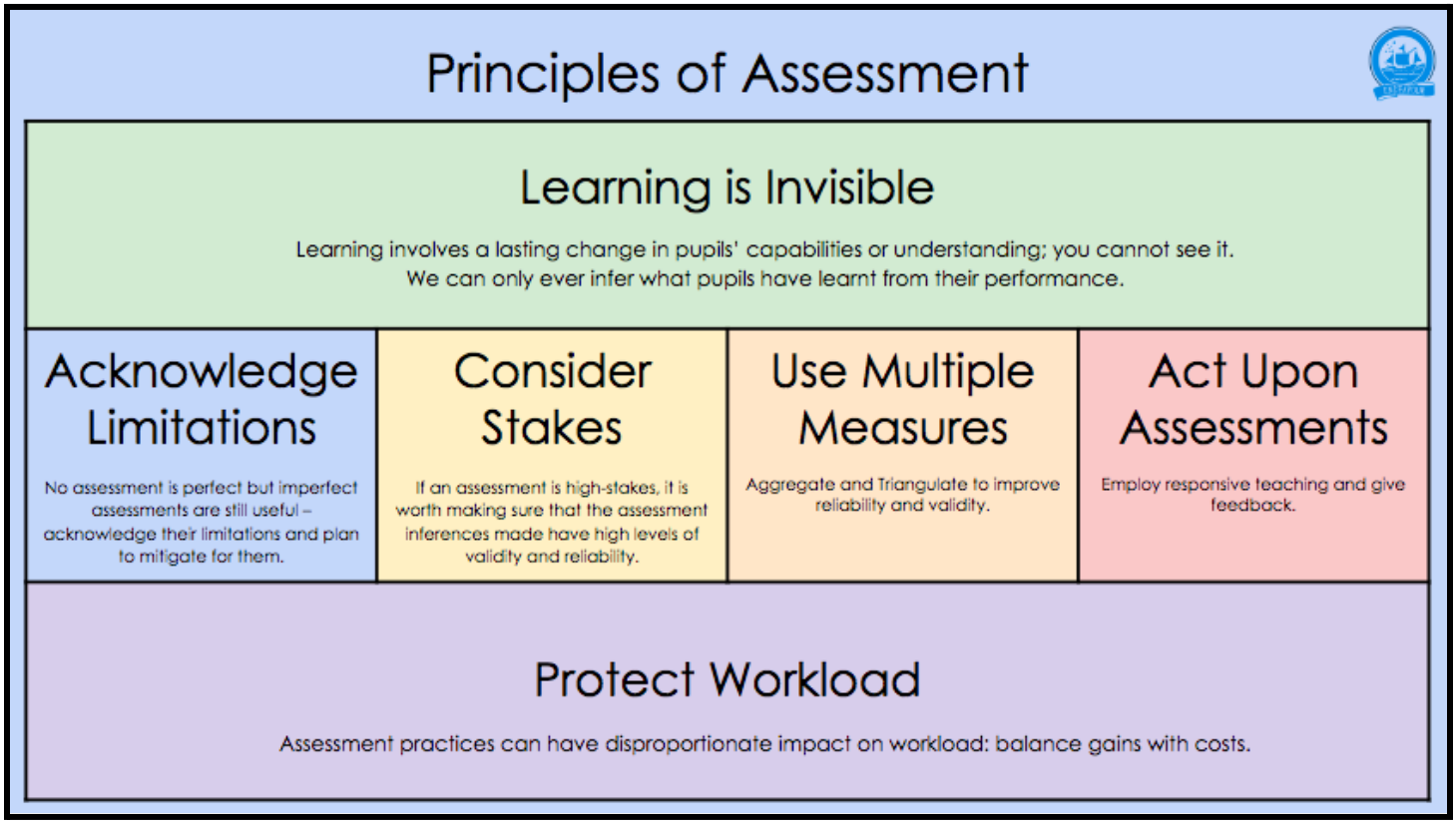
Each half term, a professional development session is dedicated to 'subject briefings' where teaching teams rotate through a carousel of briefings. Subject briefings are a time for subject leaders of subjects taught discretely to support teachers' understanding of the following:

- Key endpoints
- Key knowledge and vocabulary
- Sequencing of teaching
- Key resources
- Focus 5s
- Summative Assessments
- Practical considerations e.g. physical resources

How is the impact of our curriculum assessed?

In order to achieve the aims of our curriculum, we ensure that children are remembering the chosen curriculum content and make sure that children are knowing and doing more as a result of the implementation of the curriculum, making adaptations and responding to children's achievement.

When evaluating the impact of our curriculum, we apply our Principles of Assessment.



We use the following vehicles to evaluate the impact of curriculum implementation:

- In-class formative assessment techniques
- Focus 5s
- Summative assessments
- Subject leader monitoring
- Senior Leader monitoring
- Governor monitoring
- External partner auditing

In-class formative assessments

Teachers employ a range of formative assessment techniques to make learning 'visible' in order to adapt teaching to meet children's emerging needs. Techniques include using questioning and live marking.

Focus 5s

'Focus 5s' are used across the curriculum to assess whether or not children have remembered key knowledge that was taught in a previous lesson. Focus 5s are designed to strengthen learning through recall, to allow teachers to ensure that children have remembered essential prior learning and to support children to make links between what has been previously taught and the day's new learning. If children struggle with an element of a Focus 5, teachers make adaptations to scaffold, remodel and ensure that gaps in knowledge are filled. Subject leaders and senior leaders review the success that children experience with Focus 5s as a key mechanism for evaluating the impact of curriculum implementation.

Summative assessments

Summative assessments are used across the curriculum to provide information about whether or not children have remembered and can still use what they have been taught. Summative assessment information is used by the subject leader where adaptations to the use of HQIP, adaptations to the curriculum and actions for individual children are considered.

Subject leader monitoring

Having supported the understanding of curriculum intent and planning, subject leaders monitor the implementation of their subject. Subject leaders carry out learning walks, they check Focus 5s, they carry out 'book looks', they carry out pupil conferencing and they evaluate the results of summative assessments. Subject leaders support teachers to respond to assessment information gathered during a learning journey and ensure that appropriate and effective adaptations and interventions are executed in response to assessment information.

Senior Leader monitoring

At Endeavour, we see ourselves as learners. Senior leaders carry out monitoring to ensure that expectations are being met consistently, to identify development needs and to support our team to develop. Senior leaders evaluate the effectiveness of curriculum implementation each week:

- 'Deep Dives' are used to ensure that the full curriculum is being delivered to all children according to curriculum plans and that children are benefiting from the use of High Quality Inclusive Practice.
- Learning Walks are used to monitor the impact of professional development and to ensure consistent delivery of the curriculum according to agreed expectations.
- Termly lesson observations are used as a way to embrace the fact that we are all learners, as a supportive mechanism and as a way to evaluate the effectiveness and consistency of curriculum implementation.
- Pupil conferencing is used to gain an overview of children's experience of all aspects of school life.

Governor monitoring

Our Governors routinely monitor the effectiveness of curriculum implementation:

- They join senior leaders during Deep Dives.
- They join senior leaders and subject leaders during learning walks.
- They ask questions of subject leaders during Curriculum and Standards Committee meetings.
- They seek evidence to support leaders' assertions that school is on track to meet its aspirational 'Assessment Flightpath'.

External partner auditing

At Endeavour, we welcome support and challenge from the Local Authority and benefit from our work being scrutinised. We embrace challenge and celebrate the validation that we are on track to meet and exceed all the targets that we are set.

Collaboration

How are subject leaders supported?

How do subject leaders support others?

Subject leaders provoke a 'continuous culture of discussion, debate, disagreement and exploration' that forms the foundation of effective curriculum design (Ashbee, 2020).

Key takeaways:

- Designing a curriculum is a challenging, ongoing process
- No-one is an expert in every area of the primary curriculum
- Subject leaders are challenged and supported to improve their expertise
- Subject leaders provide clear expectations and clear support to develop the expertise of the teaching team
- Implementation is crucial
- Successful implementation is achieved through our understanding of the science of learning and our model of High Quality Inclusive Practice

Subject Leaders champion effective assessment in their subjects, applying the school's Assessment of Curriculum Impact principlesWe recognise that designing and implementing a curriculum is challenging. At Endeavour, we embrace this challenge and subject leaders play a central role in championing and pioneering the development of their subjects.

How are subject leaders supported?

- Initial 'Curriculum Conversations' training
- Ongoing half termly curriculum discussions with senior leaders
- Planned, protected time to develop curriculum plans
- Planned, protected time to support planning
- Planned, protected time to monitor implementation
- Planned, protected time to evaluate impact
- Released to attend external PD where appropriate

How do subject leaders support others?

- Curriculum plans are clear e.g. knowledge, concepts, endpoints, sequencing (overviews, knowledge planners and plotters)
- Planning is supported
- Teachers are briefed on key endpoints and implementation expectations
- Implementation expectations are clear, specified and supported
- Teachers are supported to know how to respond to assessment information
- Professional development is planned in response to monitoring
- Principles of change management are applied when needed (Engage with beliefs, Secure Alignment, Specify Behaviours, Match Challenge and Support, Revisit and Refine)