**Primary – Secondary Year 6 transition arrangements for Spanish**

The Spanish as First Language Initiative in Hackney, whereby the first language to be taught in all schools is Spanish, was agreed by the Local Authority and Headteachers to ensure that:

1. There was deep learning of Spanish from Year 3 to Year 8/9 enabling the pupils to attain high levels of understanding and fluency in one language.
2. To smooth the transition from primary to secondary where most of the pupils transfer to local schools.
3. To improve take up of language learning at GCSE and at A level.

(The Jewish primary and secondary schools were already teaching Modern and/or Ancient Hebrew and were not included in the project. Nor is the one school teaching Arabic as their Primary Language).

The 54 primary schools have all been teaching Spanish since 2014, starting with Year 3 pupils. All 14 secondary schools also teach Spanish as well as other languages such as French, Latin, Mandarin, and Arabic.

**Tracking**

The tracking of pupil attainment is carried out in each year of Key Stage 2 against the Objectives for each year. These have been developed by Hackney Education and Primary Spanish Subject Leads to show the delivery of and progression against the National Curriculum Programme of Study 12 Objectives. (included later).

Each secondary school has a hub of feeder primary schools and they have been working with 1 or 2 of these on joint projects, such as Year 9 Language Ambassadors teaching lessons to KS2 pupils, secondary teachers learning about the teaching of phonics from their primary partners. These contacts are being re-established following the pandemic lockdowns.

**Transition and Transfer of Year 6 data: 10 Steps**

**Step 1** – A joint primary-secondary CPD session is held annually in March to discuss the transition arrangements and to moderate pieces of work. Transition activities are suggested. (see the slides for the 2023 meeting).

**Step 2** - Each Year 6 primary pupil is given a level to indicate which year’s objectives they have achieved – those of year 3, 4, 5 or 6. Spanish speakers are allocated a 9. Formative assessment is favoured in making decisions using a best-fit approach.

**Step 3** – These “levels” are transferred electronically and securely by a named person in each primary school to the Hackney Data Team.

**Step 4** – Primary pupils receive the information about which secondary school they will be attending.

**Step 5** – The Data Team transfers the data electronically on each year 6 pupil securely to the receiving secondary school to the named person.

**Step 6** – The Data Team informs the Languages Consultant of the numbers attending each secondary school and the breakdown of the Spanish results for each primary school.

**Step 7** – In June, the Languages Consultant informs the Head of Languages in each secondary school of:

* The numbers of pupils transferring from each primary school (this does not appear to be widely shared with Heads of Department)
* Information about who has been teaching the pupils plus whether the school has a partner school in Spain, if they have been involved in international projects and have taken pupils to visit their partner school
* The level the school has achieved in the Hackney Primary Spanish Award (Bronze, Silver, Gold) thus indicating the quality of the provision
* The overview of the Hackney KS2 Scheme of Learning and the yearly objectives
* The Transition checklist adapted from the one produced by ASCL and completed by each feeder primary school

**Step 8** – The Modern Languages Departments in Secondary schools have time to plan to build on the prior learning of each year’s intake and to include Languages in the borough-wide transition day.

**Step 9** – The Hackney Spanish Steering Group considers the data and identifies the schools that have achieved below the required 60% threshold for achievement at Year 5/6 levels

**Step 10** – Those schools below the threshold are contacted, meetings set up and support offered.