

The Hackney Spanish First Language Initiative

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Arts and
Humanities
Research Council



Working for every child

The initial motivations for the project:

- 1. To develop closer ties between primary and secondary schools, so that transition at the end of Year 6 would be more successful**
- 2. To develop some foreign language skills in primary schools: many Year 7s arriving in secondary schools in Hackney had little or no foreign language skills and were therefore struggling with language learning.**

Practical issues:

1. Time in the curriculum

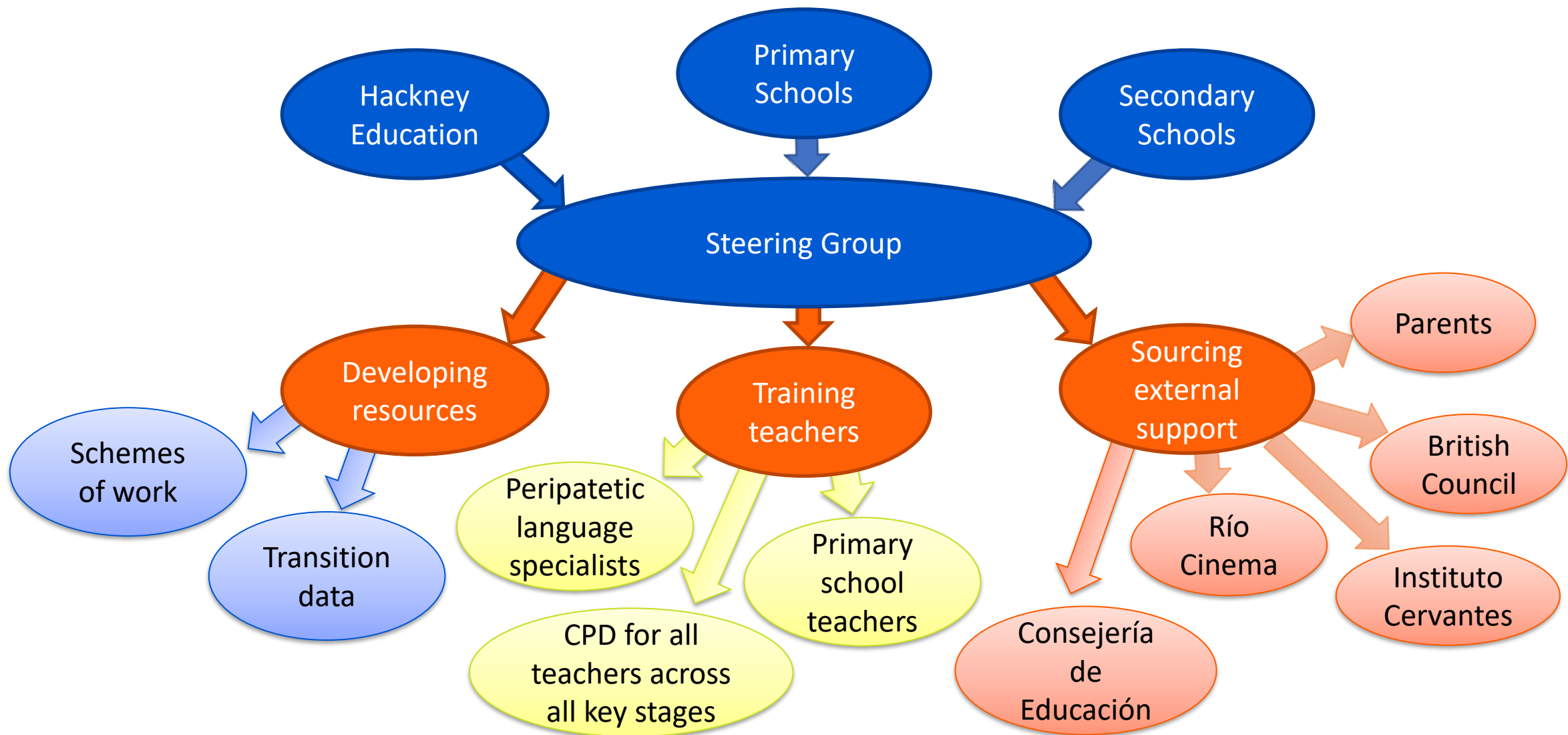
- The primary curriculum was already very full

2. Resources and schemes of work

- Many primary schools did not have the time or the expertise within their own teaching staff to develop a languages curriculum

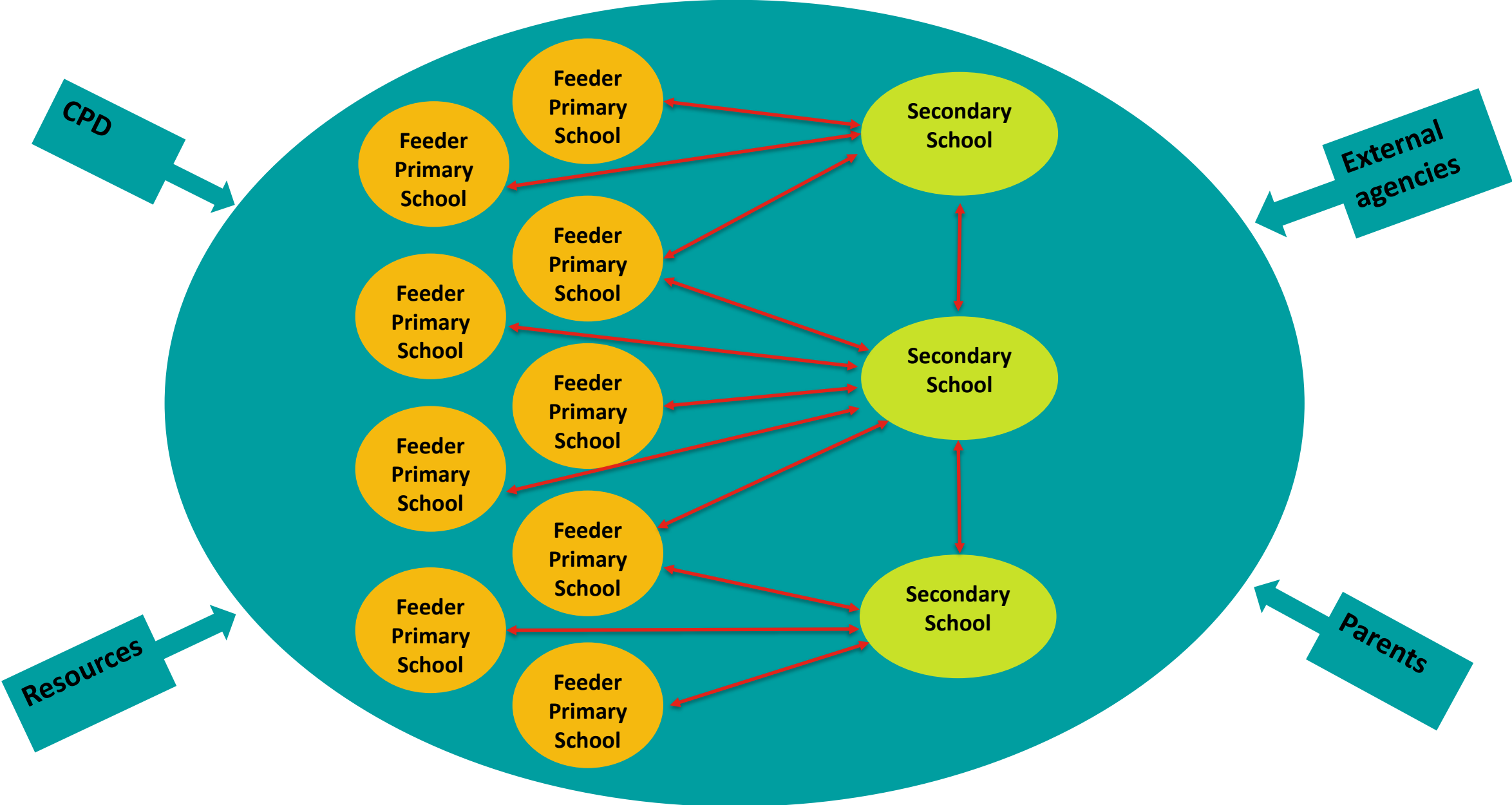
3. Teachers' language skills

- Many primary schools needed languages training to ensure that teachers had the pedagogic skills and language knowledge to teach Spanish effectively



The Hackney Model

The Spanish First Language Initiative Network



What the Hackney model offers:

- 1. Oversight from experts outside the individual schools**
- 2. Networking between teachers at the same key stage and across key stages, and also across schools**
- 3. Subject-specific CPD from experts**
- 4. Links with outside agencies**
- 5. Stronger links between feeder primary schools and their secondary schools**
- 6. Improved transition data**

What this means in practice (1):

- Some primary schools are starting language learning in EYFS and KS1, with one school starting with 2 year olds in nursery.**
- Parents have been encouraged to get involved with Spanish cooking and dancing, and some schools have held Spanish evenings.**
- Where the strongest connections have been made between secondary schools and their feeder primary schools, reciprocal teaching has taken place, with secondary school students visiting primary school pupils and vice versa.**

What this means in practice (2):

- Many schools have developed partnerships with schools in Spain. Some have visited their partner schools, some have even taught a shared curriculum. Many have organised pen pals for their students.**
- Teacher development has enabled CLIL teaching to begin in some schools, for example in Art lessons. Spanish phrases have also been used in PE and Maths.**
- Some teachers have taken part in language training on the island of Tenerife.**

Exam entries:

		2017	2018	2019	2020
GCSE entries:	Spanish	677	808	1009	1213
	Year on year change		+19%	+25%	+20%
	French	347	403	311	301
	Year on year change		+16%	-23%	-3%
GCSE EBacc entries:	Hackney	51%	56%	60%	N/A*
	England	35%	35%	37%	N/A*
A Level entries:	Spanish	32	40	33	62
	Year on year change		+25%	-18%	+88%
	French	15	12	10	26
	Year on year change		-20%	-17%	+160%
Secondary school population		13592	13898	13971	N/A*
Year on year change		+4% on 2016	+2%	+0.5%	

* Census figures are usually published in July

MUCHAS GRACIAS

Martin Buck

Jesús Manuel Hernández González, Dr María-
Concepción Concha Julián-de-Vega, Isabel Mateos and
Gonzalo Capellán de Miguel

Vicky Gough and John Rolfe

Raquel Tola Rego and Paul Thomas

Anton Francic and Sue Roberts

All Spanish primary and secondary teachers and
Headteachers in Hackney

Bernadette Clinton



Thank you

Contact details/for more information

Ana de Medeiros

ana.de.Medeiros@kcl.ac.uk

Cathy Baldwin

cathy.baldwin@open.ac.uk

Languageacts.org