**What secondaries need…and what primaries would like to pass on**

* The document has to be manageable, simple to fill in and interpret
* It could take the form of something like Sue Cave’s grid, which some teachers are filling in anyway, but would need to be supplemented with some of the additional information below
* It could take the form of the Rachel Hawkes document
* It could be based on the new assessment criteria from the pdcinmfl website
* BUT it is much more about the skills and language learning strategies than any specific content – the new PoS are a good basis, but must also include strategies
* Top middle and bottom in terms of confidence, ability to progress, G & T and SEN specific to MFL (sample of work from each feeder school?)
* Which language for how many years and how many hours a week
* Taught by whom in terms of specialism and continuity
* Skills covered and how well (the nativity play gets in the way…)
* Topics, scheme of work, common threads such as shared resources (eg. visuals/symbols/actions used for phonics , colour coding for gender…), cultural references
* Methodology shared
* Grammar covered, terminology used
* Dictionary skills
* Softer skills – confidence levels; personality sheet; style of learning; level of independence; risk taking; engagement; willingness to have a go (rating of pupils’ attitudes, eg a short pupil survey – one group suggested the pink sheet TES traffic lights); some kind of narrative about other factors that might impact (positively or negatively on language learning); link to objectives of the NC; related prior learning, eg. EAL, living abroad, bilingualism

**(Possible) key action points**

**-** Find contact details and email for a meet up

* Informal contacts but also hubs, secondary invited especially at key times, eg beginning of June
* Language leaders – secondary pupils (Year 8 and 9) go in to primary schools and teach them (year 3 and 4); secondary teacher can talk to the primary teacher too.
* Meet with SLT to discuss importance of transition
* Speak to the person doing the general transition visit
* Discuss transition with other KS2 teachers
* Drive rest of primary school to get some assessment information
* Talk to secondary HoD to find out what is done and how to forge more links
* Writing the transition document in collaboration - secondaries to start (BUT primaries might have to kick start the process)
* Bridging unit – co-designed by primary-secondary colleagues; could work on transition day
* Topic begun in primary school and carried on in secondary; unit that draws on common skills
* More detailed information in the coming years to be developed together as we work more closely together
* ALL link to find nearest hub <http://www.all-languages.org.uk/community/branches_and_networks/south_east/reading_primary_hub>

<http://www.all-languages.org.uk/community/branches_and_networks/south_east/berkshire_primary_hub>

<http://www.all-languages.org.uk/community/branches_and_networks/south_east/hampshire_primary_hub>