

Members' Library Service Request Form

Date of Document	19/06/18
Originator	Fiona Robertson
Originator's Ref (if any)	
Document Title	1+2 Languages development and progress 2017/18

Please indicate if access to the document is to be "unrestricted" or "restricted", with regard to the terms of the Local Government (Access to Information) Act 1985.

Unrestricted	<input checked="" type="checkbox"/>	Restricted	<input type="checkbox"/>
--------------	-------------------------------------	------------	--------------------------

If the document is "restricted", please state on what grounds (click on grey area for drop-down menu):

For Publication

Additional information:

Authorised By	Fiona Robertson
Designation	Head of Education
Date	19/06/18

For Office Use Only:	
Library Reference	80/18
Date Received	31/05/18
Bulletin	May18

REPORT TO: Members' Library Service

MEETING DATE:

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: 1+2 Languages Development and Progress 2017/18

1 PURPOSE

- 1.1 The purpose of this report is to update Members on the progress in the implementation of key recommendations for Local Authorities and schools of the Scottish Government report Language Learning in Scotland: A 1+2 approach (May 2012).

2 RECOMMENDATIONS

- 2.1 Members are asked to note the progress in the implementation of 1+2 languages across East Lothian schools.

3 BACKGROUND

- 3.1 The Scottish Government's wide-ranging report, Language Learning in Scotland: A 1+2 approach (2011) makes 35 recommendations relating to education and language learning for schools, local authorities and further and higher education institutions. These recommendations were accepted by the Scottish Government in 2012, to be implemented by 2020/2021. The most significant recommendation for all education authorities is that: All children should learn a second language (L2) in addition to their mother tongue (L1) from P1 and have experience of a third (L3) from P5 at the latest.
- 3.2 In terms of secondary provision, the report restates that all learners are entitled to language learning until the end of the Broad General Education in S3. It is also recommended that secondary schools provide learners in the Senior Phase with encouragement and opportunities to continue language learning and achieve a national award or qualification.
- 3.3 A range of support has been provided nationally to deliver key policy recommendations. This includes annual 1+2 Languages funding from the Scottish Government, devolved to all local authorities 2013-2018.

Ongoing support with all aspects of implementation, including resources and training, is provided through national partner agencies including Education Scotland, Scotland's National Centre for Languages (SCILT), the Confucius Institute for Scotland's Schools (CISS) and Bòrd na Gàidhlig.

3.4 An independent strategic review of progress to date was undertaken from January to March 2017. This included liaison with lead officers, teacher focus groups, parents, pupils, a teaching staff audit and school visits. An evaluation report was produced in March 2017 which outlined key recommendations for future development. (Appendix 1)

3.5 Following the appointment of a 1+2 lead officer in August 2017, a 2 year strategic plan (Appendix 2) was developed in partnership with key stakeholders (pupils, parents, teachers, and partners). In line with this planning a 2017/2018 plan (Appendix 3) and a 2018/19 strategic plan (Appendix 4) have been developed and approved and evaluated by key stakeholder groups.

3.6 Key aspects of development include:

- ❖ Development of an authority wide, nursery to P7, L2 (French) curriculum planning framework which includes key language and audio support resources
- ❖ Professional development for all primary teaching staff in developing L2 (French) language. 6 hours in 2017/18 of cluster collegiate activity time, built into the primary teaching staff working time agreement.
- ❖ Development of cluster based planning for L3 provision (German, Spanish, Mandarin, Polish) which enhances and enriches learning, supports developing global perspectives and allows for progressive learning experiences which extend to certificate level
- ❖ Cluster lead teacher networks to support liaison and communications with teachers
- ❖ Support for secondary schools to ensure high quality, relevant and progressive language learning experiences for all
- ❖ Regional partnership development with South-East authorities

3.7 Evaluations are continuous and on-going with feedback from professional development sessions, head teacher meetings and via lead teacher networks. Feedback is very positive with staff stating that the programme is supportive and practical and that it has enabled them to move forward in their classroom practice.

4 POLICY IMPLICATIONS

4.1 The reporting of performance is a statutory duty placed on the education authority. The annual publication of a Standards and Quality Report

demonstrates the Council's commitment to fulfilling this duty and its success in delivering the objectives set out in the Council Plan 2012-2017.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - External Scottish Government funding has been received annually from 2013 to present. 1+2 Languages budget funds the 1+2 Development Officer post and 2 x Chinese Language Assistant posts.
- 6.2 Personnel – None
- 6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Summary of Findings and recommendations (Appendix 1), 1+2 Languages Strategy 2017-19 (Appendix 2), Cluster Improvement Planning Framework 2017/18 Appendix 3 and 1+2 Languages Strategic Plan 2018/19 (Appendix 4).
- 7.2 <http://www.scotland.gov.uk/Publications/2012/05/3670>
<http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/languages/modernlanguages/supportmaterials/1plus2approachtomodernlanguages/introduction.asp>
<https://beta.gov.scot/publications/1-2-language-policy-progress-review/1%20plus%20%20Language%20Policy%20progress%20review.pdf?inline=true>
<http://www.scilt.org.uk/A12ApproachtLanguageLearning/tabid/1715/Default.aspx>

AUTHOR'S NAME	Ann Robertson
DESIGNATION	1+2 Languages Development Officer
CONTACT INFO	E-mail – arobertson@eastlothian.gov.uk Telephone number – 01620 827572
DATE	15 May 2018

**East Lothian Council 1+2 Languages Strategic Review
7th March 2017**

Summary of findings and recommendations

Summary of findings

There has been some good progress in developing the 1+2 programme in primary schools across ELC, particularly in P1 – P3. Schools are generally engaged in the programme and are committed to taking it forward. There is a real need, however, to develop a structured and strategic model which ensures development of staff capacity to deliver and provides a clear, supportive and engaging curriculum framework. The use of modern languages assistants (MLAs) in schools provide support for learners and teachers and enhance language learning but the funding to support this resource cannot be relied upon in the longer term and so is not sustainable in its previous deployment. There are good examples of partnership projects and E-Twinning to support the development of native speaker opportunities for young people and these could be further explored and shared.

Lead teachers have been in place previously but this is no longer the case across all schools. Likewise, cluster groups were established and whilst generally still running, this is not consistent across all schools. These networks and leaders are essential to developing sustainable models for delivery of language learning in schools. Flexible approaches to lead teacher networks are in place in other local authorities (e.g. Scottish Borders) with some lead teachers working across smaller schools. These examples could be explored to support smaller schools. L3 planning is not currently in place although some primary schools have developed different language experiences for learners. There is a need to ensure that planning is agreed, progressive and coherent across clusters and support and guidance is required.

There is an opportunity to create supportive, cluster led networks and to develop innovative approaches to developing teacher capacity and leadership in delivering languages.

Summary of recommendations

- Appoint 1+2 Lead Officer
- Extend life span of short life strategic working group to finalise 2017 – 2018 strategy
- Finalise and communicate strategy to head teachers and schools.
- Develop clear guidelines for lead teacher roles and identify lead teachers across clusters.
- Identify and agree dates for cluster and school training sessions.
- Develop a coherent, progressive and clear framework for L2 French.
- Focus on the implementation of L2 in 2017/18.
- Support schools to develop planning for L3 in 2017/18 with a view to introducing in 2018/19. Deliver L2 training in all clusters and schools (rationale, curriculum & planning)
- Develop culture and language packages to support the introduction of L3

Percentage of P1, P4, P7 & S3 pupils achieving levels by SIMD in East Lothian, 2016/17

Data Source: Scottish Government, ACEL 2016/17 - Supplementary Tables
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL/ACEL201617SuppTables>

Table 10.1: Percentage of P1 pupils achieving Early Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	56	*	68	59
SIMD Quintile 2	75	72	88	74
SIMD Quintile 3	85	*	91	84
SIMD Quintile 4	84	78	90	83
SIMD Quintile 5 - Least Deprived	90	86	94	90
Total	81	77	89	81

Table 10.2: Percentage of P4 pupils achieving First Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	49	*	67	*
SIMD Quintile 2	66	61	80	61
SIMD Quintile 3	76	*	84	*
SIMD Quintile 4	83	76	88	77
SIMD Quintile 5 - Least Deprived	83	78	90	80
Total	76	70	85	71

Table 10.3: Percentage of P7 pupils achieving Second Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	58	44	79	50
SIMD Quintile 2	70	59	78	64
SIMD Quintile 3	70	60	79	66
SIMD Quintile 4	78	70	86	70
SIMD Quintile 5 - Least Deprived	82	73	89	79
Total	75	65	83	69

Table 10.4: Percentage of S3 pupils achieving Third Level or better by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	83	67	79	44
SIMD Quintile 2	82	81	84	76
SIMD Quintile 3	92	90	92	88
SIMD Quintile 4	92	90	94	94
SIMD Quintile 5 - Least Deprived	94	92	97	87
Total	90	87	91	84

Table 10.5: Percentage of S3 pupils achieving Fourth Level by SIMD¹, 2016/17
East Lothian

SIMD	Reading	Writing	Listening & Talking	Numeracy
SIMD Quintile 1 - Most Deprived	25	23	27	15
SIMD Quintile 2	27	22	27	33
SIMD Quintile 3	56	51	57	59
SIMD Quintile 4	58	56	59	71
SIMD Quintile 5 - Least Deprived	57	53	58	65
Total	48	44	49	55

1. Scottish Index of Multiple Deprivation 2016

* value suppressed, due to small numbers

East Lothian Council 1+2 Languages Strategy 2017 – 2019

Purpose

The purpose of this paper is to outline East Lothian Council's strategy for the implementation of the Scottish Government 1+2 Languages policy in East Lothian schools. This strategy is developed around the 1+2 Languages recommendations and linked to the Scottish Government National Improvement Framework priorities:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The National Context

The Scottish Government's wide-ranging report, *Language Learning in Scotland: A 1+2 approach* (2011) states in its foreword:

We will introduce a norm for language learning in schools based on the European Union 1+2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland."

The 35 recommendations made in this report were accepted by the Scottish Government, to be implemented by 2020. The most significant recommendation for all education authorities is that:

All children should learn a second language (L2) in addition to their mother tongue (L1) from P1 and have experience of a third (L3) from P5 at the latest.

The full report and recommendations can be found on the following link:

<http://www.scotland.gov.uk/Publications/2012/05/3670>

In 2016, the Scottish Government commissioned an evaluation of 1+2 Languages implementation led by the Association of Directors of Education (ADES). Key recommendations included:

- Enhanced sharing and inter-authority working
- The development of sustainable models of primary language learning
- Engagement with native speakers
- Strategic development of local, regional, national and inter-national partnerships
- Cluster level development to ensure progressive, joined up planning

The full report is available [here](#).

National Support for Implementation

A range of support has been put in place nationally to deliver the 1+2 Languages policy by 2020/2021. This includes annual 1+2 Languages funding from the Scottish Government, devolved to all local authorities since 2013.

Ongoing support with all aspects of implementation, including resources and training, is provided through Scotland's National Centre for Languages (SCILT), the Confucius Institute for Scotland's Schools (CISS), Education Scotland and Bòrd na Gàidhlig.

East Lothian's Vision for 1+2 Languages

- *Language rich learning experiences, which enhance and improve the life chances of our young people and support them to develop global mindsets and horizons.*
- *Outward looking young people who value and respect the languages and cultures of peoples and are engaged in meaningful language learning.*
- *A culture of valuing our own developing language skills and mother tongue(s).*
- *Communication at the heart of everything we do*

Aims of the Strategy

The East Lothian 1+2 Languages Strategy aims to raise attainment and achievement and develop successful and confident learners through:

- The delivery of languages learning that progressively develops children and young people's skills for learning, life and work and contributes strongly to the development of the four capacities of Curriculum for Excellence;
- The development and delivery of an effective, self-supporting and sustainable operational model for 1+2 Languages implementation in East Lothian, where class teachers lead the delivery of languages learning in schools and where local specialist expertise is deployed to support this;
- The provision of engaging, continuous, relevant and progressive learning experiences in Language 2 (L2) from the earliest stages of education and across the four contexts of the curriculum;
- The progressive teaching of an additional language (L3) from P5 at the latest until the end of the Broad General Education (BGE);
- The delivery of languages learning which is integrated into the daily life and work of the classroom and school;
- The development of learners' awareness, understanding and appreciation of other cultures and of their role as global citizens;
- Facilitating access to L2 and L3 native speakers to enhance and enrich languages learning and provide real and relevant contexts for learning;
- The development of learners' understanding and appreciation of the value and benefits of languages learning throughout the BGE;
- Ensuring learners have the opportunity and are actively encouraged to continue their L2 and L3 languages into the Senior Phase;
- Encouraging young people to gain national accreditation in languages in their own school or through consortia or other partnership arrangements;
- Effective working with a wide range of partners to enhance and extend language learning and teaching, widen access to native speakers, facilitate excursions and visits and develop and deliver opportunities for career long professional learning;
- Ensuring all practitioners are aware of and fulfil their role in the delivery of 1+2 Languages and are equipped to develop and extend language learning and skills;

- Building the capacity of practitioners in all sectors to develop appropriate skills and knowledge through career-long professional learning, supported by centrally coordinated support ;
- Actively seeking and promoting a range of funding opportunities to enhance and develop provision e.g. Scottish Government funding, Erasmus+ funding, scholarships;
- Engaging and communicating with stakeholders including parents and the wider community.
- Ensuring that learner voices have a key place and are listened to in planning and evaluations

ELC 1 + 2 Strategic and Operational Structure

- Quality Improvement Team
- Development Officer
- Lead Teacher Network
- Subject specialists
- Primary Language Learning group
- Strategic focus groups
- Liaison and consultation with head teachers and teachers
- Learner focus groups

Cluster Planning

- Effective cluster wide planning is key in the development of sustainable, progressive and consistent approaches to 1+2 Languages strategic development.
- Cluster planning structures support local ownership, consistency of languages taught and curricular programmes, joint working and sharing of resources.
- This cluster approach underpins improvement planning through self-evaluation

Resources

ECL is committed to the development and provision of high quality learning and teaching resources in L2 and L3 languages.

To fulfil this commitment, over the implementation period, ELC officers and lead practitioners will:

- Create contextualised resources to support an integrated approach to languages learning across the curriculum;
- Support the identification and sharing of high quality resources and practice across schools;
- Develop or identify high quality ICT resources to support the delivery of 1+2 implementation in a range of languages;
- Develop a dedicated ELC Languages website

Career Long Professional Learning (CLPL)

The ELC 1+2 Languages development model for teachers is designed to:

- Share the ELC 1+2 Languages strategy, rationale and aims;
- Share key messages about languages and the importance of languages learning;
- Make effective use of the locally-developed resources;
- Provide time for sharing practice, engaging in professional reflection, evaluating and forward planning;
- Provide upskilling opportunities for new staff
- Effectively self-evaluate outcomes and impact

Primary Language Learning (PLL) Courses

An extensive range of flexible PLL courses, where the focus is the development of knowledge and understanding of the chosen language at different levels, is planned locally for practitioners. These are developed and delivered by teachers.

Partnerships

Languages learning in East Lothian is developed, enhanced and enriched through a wide-range of successful partnerships, both local and national.

ELC will work jointly with key partners, including regional LAs, to implement 1+2 Languages through:

- Working together to develop resources and provide training for practitioners;
- Disseminating information on latest and best practice and developments locally and nationally;
- Providing languages immersion events for teachers and learners
- Developing and sharing practice and resources and providing career long professional learning;
- Developing new partnerships with parents for languages learning;
- Develop links with European regional partners and partner schools;
- Promote and provide information about funding available to support a range of partnership activities including job shadowing initiatives, teacher training and school exchanges and partnership projects;
- Promote uptake of languages and key economic and employability messages.

Communication and Promotion

Communication and promotion at all levels is designed to highlight ELC's vision and strategy for 1+2 Languages learning for children and young people and to celebrate their successes.

Examples include:

- Briefings and reports to Heads of Service, senior leaders in schools and at cluster level;
- Use of Twitter and social media in line with ELC policy on this;
- The ELC Languages website
- Conferences and other events for practitioners;
- Engagement with parents.

Monitoring and Evaluation

The monitoring and evaluation of the implementation of the ELC 1+2 Languages Strategy includes:

- Feedback from all stakeholders, including learners and parents, on the implementation of 1+2 Languages at cluster level;
- Standards and Quality Reporting and Improvement Planning (SQIP) as part of the annual cluster schools and of QIT self-evaluation processes;
- Reports and briefings to the Convenor, Committee and Director of Education, Children and Families, Heads of Service and other senior managers;
- Further self-evaluation in line with Scottish Government and other national requirements, for example returns to SCILT and CISS and to the Convention of Local Authorities (COSLA) and Bòrd na Gàidhlig.

Ann Robertson
1+2 Languages Development Officer
September 2017

East Lothian 1+2 Languages Cluster Improvement Planning Framework- 2017/2018

The following overview provides a planning framework for the development of 1+2 Languages across all schools and at all stages in East Lothian Council. Improvement planning for clusters and schools should reflect the broad aims of this framework.

1. Aims

As part of the East Lothian Working Time Agreement, 6 hours have been allocated to 1+2 Languages.

Over the course of 2017/18 the principal aims for clusters and schools are to:

- Implement and develop L2 (French) across all stages of primary learning (Early to Second).
- Develop a cross cluster plan for the development and implementation of L3 in all schools.
- (Re)establish 1+2 Languages networks

2. Support resources

A range of support resources will be available to schools including:

- 1+2 Development Officer support
- An L2 resource platform, which will comprise of thematic learning packages, audio files, activities, songs etc. will be developed in line with the ML benchmarks and the NIF priorities. This will replace the existing subscription to the LFEE PLL Platform to ensure a long term sustainable and local authority led model is in place.
- East Lothian Modern Languages 3 – 18 curriculum framework.
- Planning support documentation e.g. Cluster planning support package.

3. School and cluster CLPL planning 2017/2018

	Description	Time	Date
Cluster HT meetings	DO input at August Cluster HT meetings. Aim will be to support 1+2 planning and to provide an overview of the redeveloped ELC model.	Please confirm cluster HT meeting date and time with Ann Robertson.	
Whole cluster CPD session.	To support implementation of 1+2 Languages across all stages Early – Second.	2 hours	To be arranged by cluster. Please request from 1+2 DO. This session should ideally take place at the start of the session.
In school CAT session	Mid-point evaluation of progress in developing 1+2. DO support will be available. Guidance docs to follow.	2 hours	To be arranged by schools/clusters.

Whole cluster – end of session planning and next steps.	DO input for whole cluster to support evaluation and planning next steps.	2 hours	To be arranged by cluster. Please request from 1+2 DO. This session should ideally take place toward the end of the session.
---	---	---------	--

**East Lothian Council 1+2 Languages Strategic Plan
2018/2019**

Improvement priorities

1. To develop a sustainable model for the development of L2 French, which promotes learner engagement and achievement and builds staff capacity and confidence.
2. To develop coherent, engaging and connected L3 learning experiences for all learners.
3. To support collaborative evaluation and planning across secondary schools in order to enhance networks and partnerships and to ensure high quality, engaging, relevant and progressive learning experiences for all.
4. To continue to lead and support the development of effective regional working with partner LAs and a range of international, national and local partners.

Aims and actions

1. L2 Development

Aim: To develop a sustainable model for the development of L2 French, which promotes learner engagement and achievement and builds staff capacity and confidence.

Actions:

- Provide 1 x CAT session for all clusters to review progression and planning for 2018/19
- Develop 1+2 planning pack for all schools including progression plans, support information
- Develop a CLPL programme with 1+2 Language workshops offered across the authority
- L2 French immersion workshops offered for all staff at the French Institute (Edinburgh)
- Provide in-school support for teachers where required and requested
- Offer optional additional French language twilight sessions for schools
- Bordeaux students
- Work with Moray House and regional partner to create a French L2 professional framework for teachers
- Work with Primary Pupil Focus groups to support planning for L2 and L3
- Support partnership impact assessment research with Moray House to evaluate regional model and development

2. L3 Development

Aim: To develop coherent, engaging and connected L3 learning experiences for all learners.

Actions:

- Develop an L3 curriculum planning framework to provide clear guidance and support for the delivery of a range of language learning experiences
- Develop a range of language learning resource packages with clear language learning outcomes, which meet L3 expectations and can be developed across the curriculum e.g.
 - German (e.g. German Christmas, German at work, German food etc.),
 - Spanish (e.g. las vacaciones, Dia de los muertos/Mexico, South America, the rainforests, Semana Santa)
 - Japanese (Introduction to Japan, Japanese writing, Japanese food, Rugby world cup, Tokyo 2020)
 - Gaelic (John Muir linked to hillwalking, place names of East Lothian, Gaelic songs)
 - Polish (Wojtek project)
 - Chinese (Chinese culture, Edinburgh zoo panda project)
- Support the development of primary L3 through school funding allocations and CLPL opportunities
- Work with a range of partners to support the development of L3 across the authority e.g. Goethe Institute, Edinburgh Zoo, Polish Consulate, Japan Foundation, Scotland China Education Network

3. Secondary support and development

Aim:

To support collaborative evaluation and planning across secondary schools in order to enhance networks and partnerships and to ensure high quality, engaging, relevant and progressive learning experiences for all.

Actions:

- Self-evaluation in Modern Languages CLPL for secondary (October 2018)
- Collaborative partnership evaluation with secondary school departments to identify key strengths and aspects for improvement. Provide opportunities for
- sharing practice and professional dialogue to support effective planning of next steps and ongoing improvement.
- Secondary Masterclasses CLPL programme – CLPL to support improvement of secondary learning and teaching
- Continue to work with regional and cultural partners to provide immersion opportunities for Senior Phase learners
- Work with SCILT to support the development of Languages for Work partnerships and events e.g. Business Brunches, Business Language
- Champions and seeking out local business partners e.g. Food and drink partnerships, EDF, tourism, golf etc.
- Link to East Lothian SCE partnerships planning for 2019/2020 – Mandarin Swire teacher, gauge regional interest in Japanese, Polish

4. Regional partnership development

Aim:

To continue to lead and support the development of effective regional working with partner LAs and a range of international, national and local partners.

Actions

- Continued leadership of and participation in the South-East 1+2 Collaborative (including the University of Edinburgh, Moray House)
- Continue to identify key aspects for regional development e.g. shared resource development, training models etc.
- Evaluate current provision of Edinburgh College virtual NQ course to inform future development planning

Lead by:

- Lead officer for Languages (Ann Robertson)
- Partnership organisations (e.g. L'Institut Français, Education Scotland, SCILT)
- Lead teachers
- Curriculum leaders / Modern Languages departments
- PLL tutors (group of teachers identified)

Ann Robertson, 1+2 Languages Development Officer, East Lothian Council