

**LANGUAGE LEARNING IN SCOTLAND: A 1 +2 APPROACH**

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**1.0 EXECUTIVE SUMMARY**

1.1 The main purpose of this report is to inform the Community Services Committee of the Language Learning in Scotland: A 1+2 Approach Report 2012 and the programme for development of the key recommendations/requirements across Argyll and Bute Schools.

1.2 Argyll and Bute Education Service were asked to prepare and submit a Languages 1+2 Strategy to Scottish Government (Appendix 1) by 31<sup>st</sup> of August 2014.

1.3 Financial support has been allocated to Local Authorities to create the conditions to enable every pupil to start learning a second language from Primary 1 and a third language from Primary 5 by 2020.

1.4 The financial package available to Argyll and Bute to assist in the delivery of the key recommendations was confirmed as:

- Session 2013/14 - £62,000
- Session 2014/15 - £76,665

1.5 Recommendations

The Committee are asked to note:

- 1) The requirements for Languages in Scotland: A 1+2 Languages Approach to be delivered in Argyll and Bute Schools by 2020; and
- 2) The planned approach in taking forward the Argyll and Bute Languages 1+2 Strategy, to be implemented over a 3 year timeline from 2014 to 2017 (based on objectives to realise the expectations of the languages in Scotland: A 1+2 Approach report).

## LANGUAGE LEARNING IN SCOTLAND: A 1 +2 APPROACH

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### 2.0 INTRODUCTION

- 2.1 Scottish Ministers have set an ambitious and challenging agenda for future language learning and teaching in Scotland's schools. The Scottish Government manifesto commitment of 2011 aimed to create a new model for language acquisition in Scotland based on the European Union 1 +2 model. Designed to ensure that conditions will be created to ensure every child will learn two languages in addition to their own mother tongue. It is anticipated that the recommendations will be in place by 2020.
- 2.2 The Languages Working Group delivered a key report Language Learning in Scotland: A 1 +2 Approach 2012. Contained within the report are recommendations on establishing a new model for the learning and teaching of languages in Scottish Schools.
- 2.3 Argyll and Bute Education Service were asked to prepare and submit a Languages 1 +2 Strategy to Scottish Government (Appendix 1) by 31<sup>st</sup> of August 2014.
- 2.4 Financial support has been allocated to Local Authorities to create the conditions to enable every child to start learning a second language from Primary 1 and a third language from Primary 5 by 2020.
- 2.5 The financial package available to Argyll and Bute to assist in the delivery of the key recommendations is confirmed as:
- Session 2013/14 - £62,000
  - Session 2014/15 - £76,665
- 2.6 The proposed use of the allocated financial support is detailed in the Languages 1 +2 Strategy (Appendix 1). At the time of writing, education authorities await confirmation from the Scottish Government of future financial support from 2015/16 onwards.
- 2.7 Recommendations from the Languages 1 +2 Report which are most pertinent to schools are that:
- all pupils access an additional language (L2) from Primary 1 to end of S3, as part of the Broad General Education (BGE);

- all pupils access a second additional language (L3) no later than Primary 5;
- arrangements for continuity of L2 in particular, at transition from P7-S1, are in place across all schools;
- L3 is developed in the BGE Secondary phase through a variety of flexible approaches;
- flexible opportunities to study more than one language to certificate level in the senior phase for pupils;
- language learning is recognised as an entitlement for all young people from P1 through to the end of their BGE;
- young people have access to information on the value of learning languages, including language and communication skills, employability and citizenship; and
- regular opportunities are provided to ensure primary and secondary languages staff are able to work together to undertake shared Career Long Professional Learning (CLPL) opportunities

### **3.0 RECOMMENDATIONS**

The Committee are asked to note:

- 1) The requirements for Languages in Scotland: A 1 +2 Languages Approach to be delivered in Argyll and Bute Schools by 2020.
- 2) The planned approach in taking forward the Argyll and Bute Languages 1 +2 Strategy, to be implemented over a 3 year timeline from 2014 to 2017 (based on objectives to realise the expectations of the languages in Scotland: A 1 +2 Approach report).

### **4.0 DETAIL**

- 4.1 The implementation of the Languages 1 +2 Approach in Argyll and Bute will follow a 3 year development programme and is being led by the Languages Forum. The remit of the Forum is to implement the recommendations set out in the Scottish Government's Language Learning in Scotland: A 1 +2 Approach report across Argyll and Bute education establishments as well as in clusters (small groups of schools). The Chairperson of the Languages Forum is a class teacher, who has a proven track record in the delivery of languages in schools. An audit has been undertaken to establish current levels of provision and position with trained staff and levels of language ability. A Strategic Statement has been formulated with clear objectives set out. A costed action plan is being prepared to allow for the appropriate deployment of resources and the effective implementation of the 1+2 Approach. There has been investment in the Power Language Platform with Le Francais en Ecosse that will enable all teaching and early years' staff access to language learning materials, suggested planning opportunities and resources that will enhance the opportunity for the delivery of languages across learning environments. The online platform is currently in French with a Gaelic version also being prepared.
- 4.2 Decisions will be taken at cluster level as to what will form L2 and L3 and how

they will be progressed across the broad general education. It is recommended that initially the choice for L2 is either French or Gaelic, maximising existing strengths currently within the workforce. This will be a similar approach for L3. The choice of languages will be kept under review to take cognisance of the staff skills set and the link to the delivery of the economic development aspirations within the Argyll and Bute Single Outcome Agreement. School clusters are currently identifying training and requirements to assess strengths and areas for development.

- 4.3 For children who receive gaelic medium education as a first language, the introduction of L2 would be in English language medium.
- 4.4 To assist clusters in their progress towards achieving the recommendations Language Leaders are now being sought to take forward the key objectives. It is the intention that there will be a Language Leader in each cluster and it is requested that expressions of interest are made from early years practitioners, teachers, principal teachers, depute head teachers and head teachers who have a passion for languages and a proven track record in the implementation of initiatives that have impacted on pupil's learning experiences.

## **5.0 CONCLUSION**

- 5.1 The Argyll and Bute Council's Education Service Languages in Scotland: A 1 +2 Approach Implementation Plan is forward looking and ambitious, continuously focused on improving the quality of languages provision through self – evaluation. Achievement, raising attainment and inclusion are paramount in the continued success of language learning. This approach to taking forward the 1 +2 Strategy is founded on:

- 1) We recognise the importance of involving the whole community in learning languages.
- 2) We will ensure that every child and young person has an effective and appropriate language learning experience led by top quality head teachers, class teachers and support staff.

## **6.0 IMPLICATIONS**

- 6.1 Policy – The model for developing Language Learning in Scotland: A 1 +2 Approach will meet the recommendations of the Scottish Government
- 6.2 Financial – Scottish Government funding has been allocated to developing the model for language development.
- 6.3 Legal – None
- 6.4 HR – None
- 6.5 Equalities – The model should be available to all pupils across Argyll and Bute

6.6 Risk – None

6.7 Customer Service – The model for 1 +2 languages will equip our communities with improved language provision.

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11<sup>th</sup> December 2014

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## **APPENDICES**

Appendix 1: Language Learning in Scotland: A 1+2 Approach – A Strategic Statement

## COMMUNITY SERVICES: EDUCATION



## Seirbheisean Choimhearsnachd: Foghlam

**Language Learning in Scotland: A 1 +2 Approach – A Strategic Statement**

*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.”*

*(Scottish Government manifesto commitment, 2011)*

Argyll and Bute Council has a long standing tradition and proven track record in the provision of languages in its educational establishments. French and Gaelic are predominant with German and Spanish language learning opportunities also available. Gaelic Medium Education (GME) is a success story with young people accessing bilingual education for over 20 years. Argyll and Bute Council played a pivotal role in the implementation on Gaelic Language in the Primary School (GLPS) nationally. Extensive career long professional learning (CLPL) for the primary school workforce has been undertaken in French and Gaelic and positive partnerships and a commitment to languages have ensured quality learning and teaching. Argyll and Bute Council welcomes the recommendations set out in the Scottish Government's report and is committed to their achievement for its young people. This strategic statement sets out how the recommendations will be implemented and will detail:

- the languages vision;
- leadership;
- strategic objectives;
- roles and responsibilities; and
- partnerships.

**Vision for Languages**

Argyll and Bute Council's strategic plan on the implementation of the Languages in Scotland: A 1 +2 Approach is forward looking and ambitious, continuously focused on improving the quality of languages provision through self- evaluation.

Achievement, raising attainment and inclusion are paramount in the continued success of language learning. We recognise the importance of involving the whole community in learning languages. We will ensure that every child and young person has an effective and appropriate language learning experience led by high quality head teachers, class teachers and support staff.

**Leadership**

The effective leadership of the 1 +2 Approach will enable the realisation of the recommendations and requires enthusiasm and drive.

### *Elected Members and Senior Officers*

There will be co-ordinated engagement with elected members and senior officers that will ensure continued progress and for further strategic developments and plans to be initiated.

### *1 +2 Languages Forum*

The 1 +2 Languages Forum will oversee Council wide implementation and ensure consistency of approach and that targets and timelines set out in this strategy are on course to be achieved. The composition of the group will be wide and varied and will draw on expertise from languages, strategy delivery, impacting on pupils, achieving targets, partnerships and raising attainment.

### *Languages Leaders*

Languages Leaders will be recruited in associated school groups and will foster and develop a cluster approach, focusing on progression, continuity, consistency and promotion.

### *Clusters*

Cluster working and communication will be frequent and action focused considering frameworks and learning continuums that allow for flexibility and creativity, ensuring lines of progression across the Broad General Education. Clusters will agree on what languages constitute L2 and L3 and formulate local cluster plans for their implementation.

### *Head Teachers*

The enthusiasm and commitment of Head teachers will create conditions for children and young people to access quality language learning opportunities and the promotion of languages in education establishments.

### *Classroom Practitioners*

Classroom Practitioners will be lead learners in their own career long professional learning and in their educational setting. They will continuously develop their skills set and create inspirational and motivational opportunities for children and young people to learn about languages and their cultures.

## **Strategic Objectives**

We will implement a 3 year strategic plan and undertake a full self-evaluation review of progress, successes, achievements and next steps to inform the next 3 year strategic statement from 2017/18 to realise the expectations of the report and recommendations.

Our Strategic Objectives in 2014/15 will be:

- to promote the 1 +2 Languages approach and its recommendations in educational establishments and council wide services;
- to establish a languages forum and identify priority areas;
- to recruit languages leaders and implement action areas;
- to develop cluster languages approaches and school improvement planning approaches;
- to update and improve auditing systems;
- to develop teacher education programmes, and

- to produce investment detail and requirements.

Our Strategic Objectives for 2015/16 will be:

- to evaluate progress in achieving the 14/15 objectives and continue, where appropriate;
- to analyse the impact of training and investment;
- to build a suite of resources that will be founded in learning technologies;
- to plan for transitional arrangements;
- to roll out the Power Language Platform to all schools;
- to assess the impact of secondary languages provision across the BGE;
- to maintain momentum of implementing L2 at P1 in all primary schools;
- to plan for structured access to L3 with continuity at the forefront;
- to develop case study approaches to evidence successes and barriers; and
- to achieve professional recognition and accreditation for practitioners.

Our Strategic Objectives for 2016/17 will be:

- to implement access to L2 for all P1 pupils;
- to plan for enhanced L3 provision in the BGE P5-S3;
- to undertake a full strategy self-evaluation review;
- to quality assure and evaluate programmes of training and delivery;
- to engage the wider community in the development of languages;
- to craft languages frameworks and continuums ;
- to assess the language skills of the workforce and plan for further CLPL;
- to undertake action research to promote new methodologies and pedagogies, and
- formulate a strategy for the continued implementation of the recommendations.

### **Roles and Responsibilities**

Our roles and responsibilities will be to:

- ensure continuity and progression through the Cluster approach;
- highlight the entitlement to languages to S3 in the BGE;
- communicate and engage with educational establishments ;
- assess teacher training programmes and initiate sustainable models;
- measure progress by managing data ;
- promote the importance of languages in the school community and with families;
- audit regularly, in a planned manner and use data to improve;
- gather evidence and share practice;
- ensure pupil profiles are detailed with achievements and attainment in languages;
- provide regular support and challenge for practitioners;
- prepare briefing and informational materials for head teachers, and
- to maintain a focus on geographical diversity and take cognisance of that in planning.

### **Partnerships**

We will work in partnership and together to achieve the best for children, young



people and their families by:

- working in partnership with the Literacy Forum;
- working in partnership with the Assessment Forum;
- engaging with communities and highlighting the benefits of language learning;
- enabling educational establishments to access input from cultural organisations;
- enhancing links to businesses and companies locally and nationally;
- developing the links with native and fluent speakers;
- presenting languages conferences that focus on cognitive, cultural and economic benefits, and
- engaging with national organisations such as Education Scotland and Scottish Centre for Information on Language Teaching (SCILT).

Argyll and Bute Council's strategic statement on the Languages in Scotland: A 1 +2 Approach will foster growth and build capacity and has workforce planning and building capacity at its core. It allows for flexibility and creativity and considers educational experiences for young people that are rewarding, raise expectations and develop identity and citizenship as paramount. We will implement this 3 year plan and our reflection will inform the next direction of travel to 2020.