Local Authority survey - 2018
32 LAs responded

Key questions L2:

1. How many Primary/Secondary schools provide L2 in: French, German, Italian, Spanish, Gaelic (L), Urdu, Mandarin, other ?

2. How many are not providing L2 from P1 onwards and until the end of S3?

3. What reasons are given for not providing L2 full entitlement?

Local Authority survey - 2018
32 LAs responded

Key questions L3:

1. How many Primary/Secondary schools provide L3 in: French, German, Italian, Spanish, Gaelic (L), Urdu, Mandarin, other ?

2. How many primary schools are not providing L3 from P5-7?

3. What reasons do these schools give for not providing L3 from P5-7?

Local Authority survey - 2018

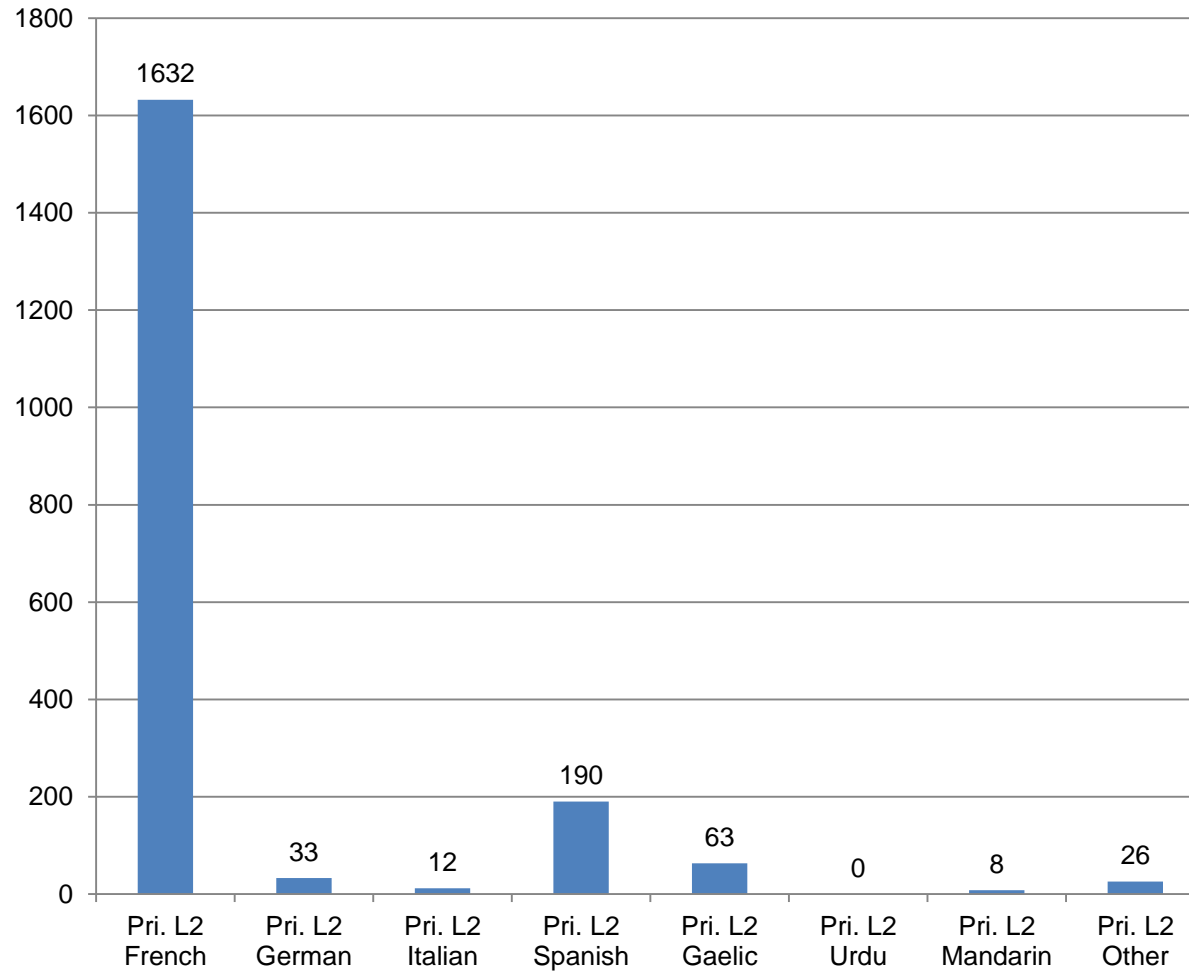**How many Primary schools provide L2 from P1 onwards?**

- **2025** Primary schools in Scotland, info given for **2008:**

  91% Primary schools providing L2 from P1 onwards

How many Secondary schools provide L2 until the end of S3?

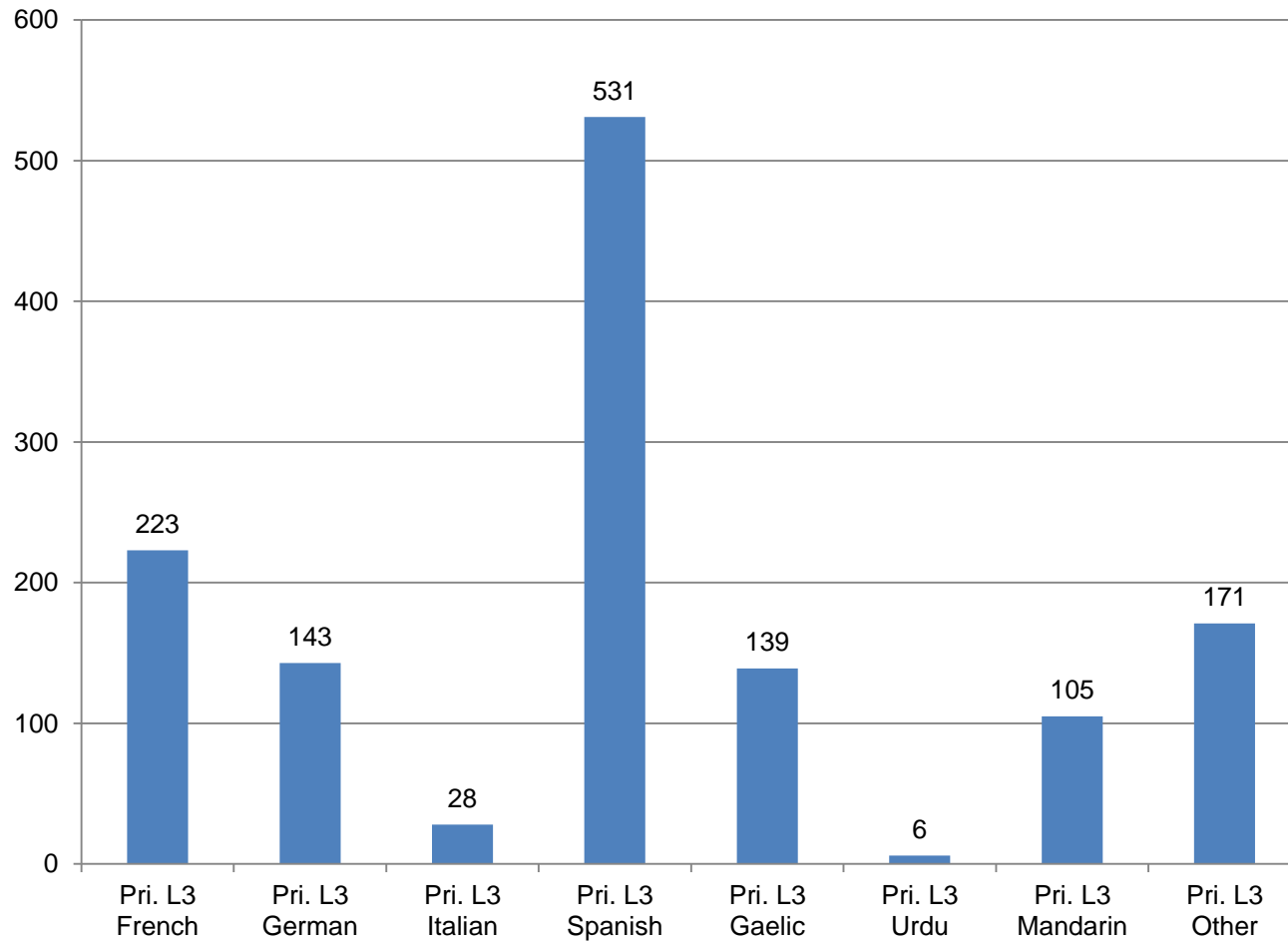- **358** Secondary schools in Scotland : **62%** are delivering 1+2 from S1 through to S3

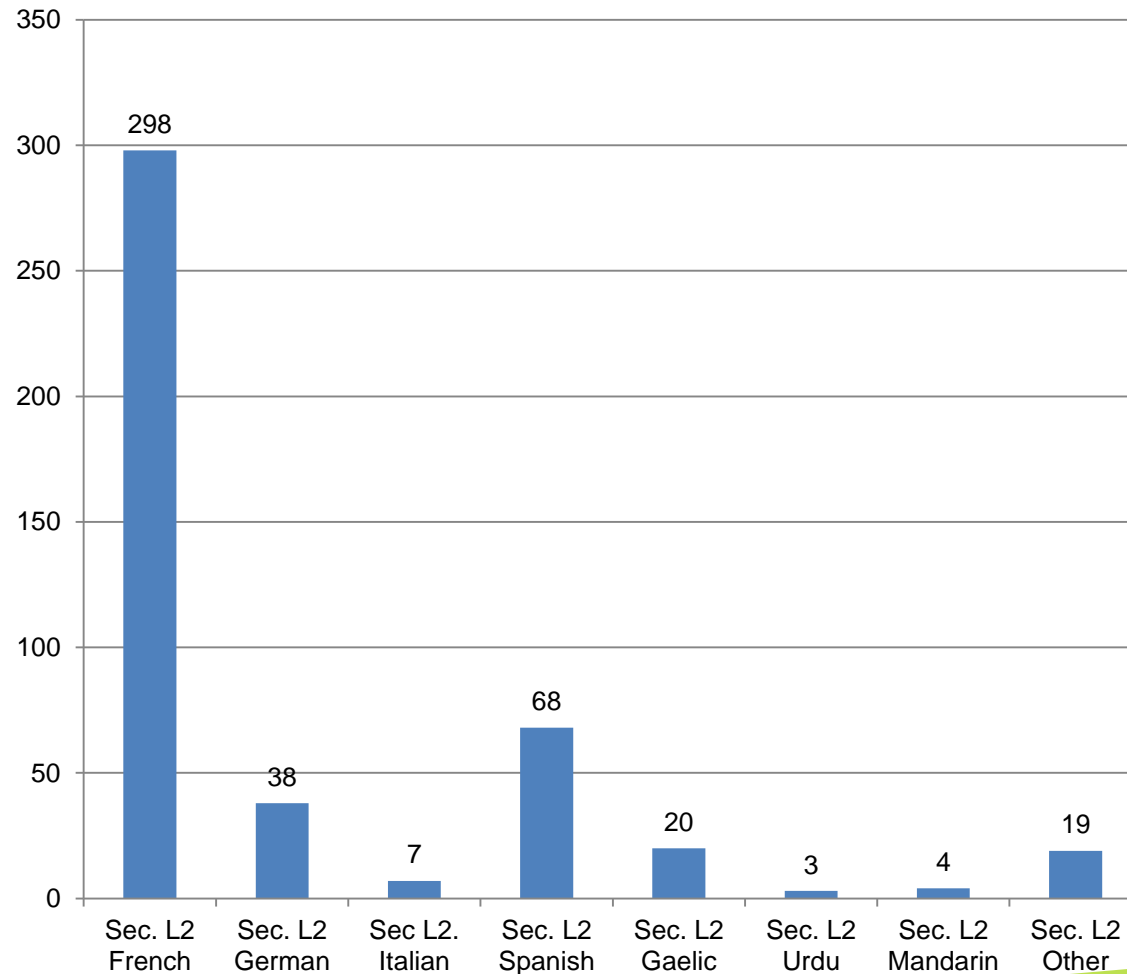# Local Authority survey - 2018

Which MLs as L2 ? PRIMARY

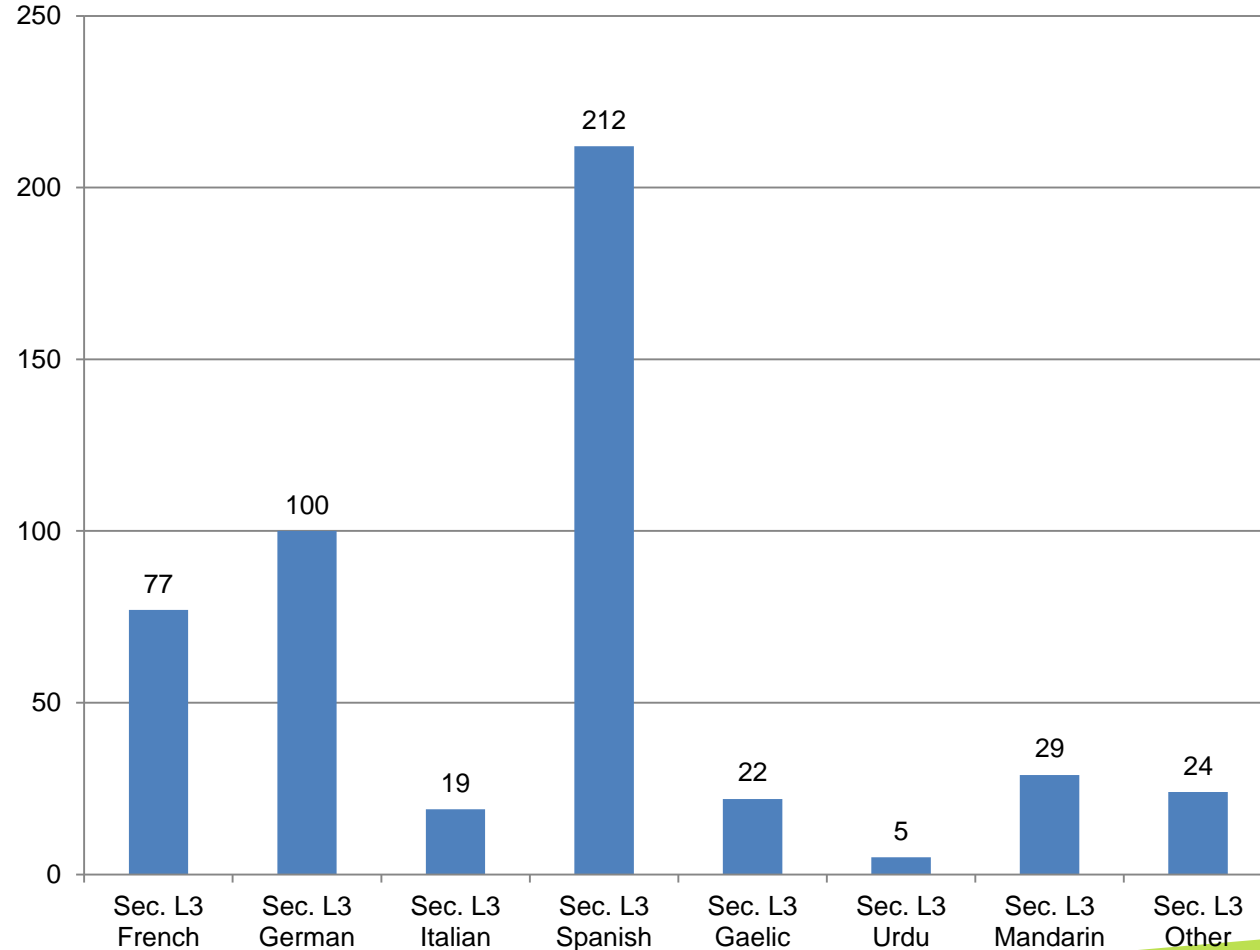# Local Authority strategies - 2018

Which L3? Combined primary and secondary
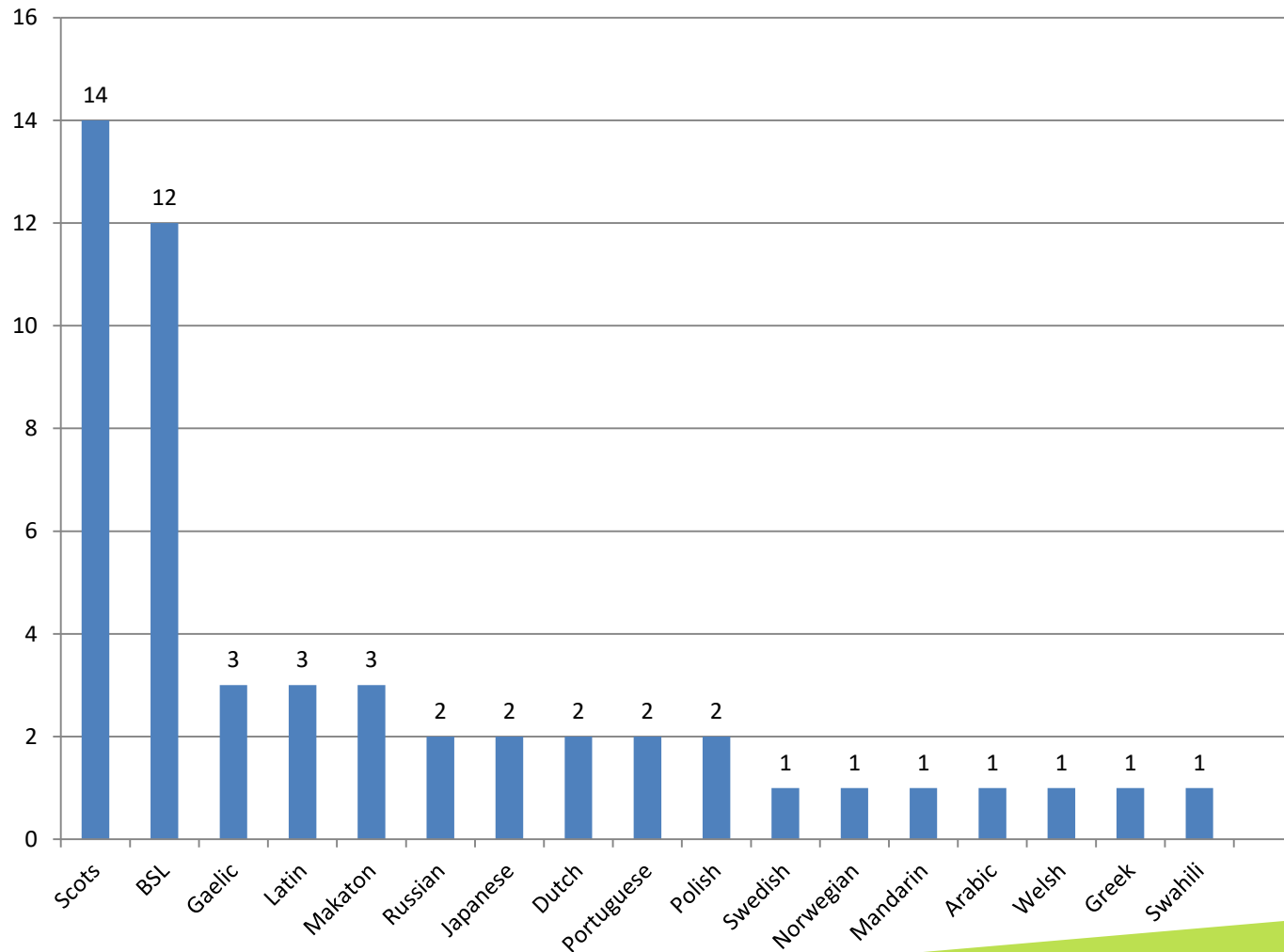
Local Authority survey – 2018

Top reasons for not providing L2 to full entitlement as yet :

Primary	Secondary
Staffing: training	Option – can discontinue after S2
Staffing: teacher confidence	Timetabling
Competing priorities	Staffing (eg recruitment, capacity, movement)

Local Authority survey – 2018

Reasons for not providing L3: Primary and Secondary

Top 5
Focus : L2
Staffing: CLPL (primary)
Curriculum: competing priorities
Staffing: movement/recruitment
Teacher confidence

Local Authority survey – 2018

Transition and continuity

How do schools ensure continuity in learning languages between primary and secondary school so pupils so there is no repeating work covered in their primary language learning?

Methods reported include:

- Collegiate working and team teaching
- Cluster planning including projects and events such as ML days
- Lead learners and Language Ambassadors (senior pupils)
- Progression pathways
- Benchmarking

Local Authority survey - 2018

CLPL

All LA mention difficulties in providing language training. Some of those mentioned are:

- Lack of uptake (due to accessibility and time)
- Other priorities

Proposed solutions to overcome difficulties re language learning?

- *Develop creative solutions to CLPL*
- *Responsive/flexible*
- *Training which reassures teachers*
- *Ensure participation.*

Local Authority survey - 2018

SUCCESSES

- **Use of Erasmus+**

- **Cluster working and collaboration**

- **Investment in resources**

- **LA or cluster level planning**

- **Language leads at school/LA level**

Local Authority survey - 2018

CHALLENGES:

- **Primary teachers lack language learning and confidence**

- **Staffing shortage, movement & recruitment**

- **Schools have other priorities**

- **Timetabling for languages in primary & in secondary BGE for L3 (not at expense of L2)**

- **NQTs (primary) with no language skillset**

Local Authority survey - 2018

SOLUTIONS:

- **Convince Senior Management Team of need to make time for language training**

- **Strengthen strategic planning to ensure pace of change and implementation on a sustainable basis.**

- **Collaborate with RIC colleagues**

- **Strengthen school based Lead Learner role for delivery CLPL.**

Local Authority survey – 2018 : PARTNERSHIPS

SCILT/ CISS

IFE

LFEE

Local university

Goethe-Institut

Alliance Française

BCS- MLAs & e-twinning

Stòrlann

Inter-authority links

RICs

Local Authority survey – 2018 : IMPACT

Positives:

- Increase in the uptake of MLs up to S3

- Better understanding by learners and parents of the value of knowing a language

- HS spending less time on revision at the start of S1 . HS can offer more challenging courses at secondary because of the teaching in primary

- High levels of pupil engagement and enthusiasm esp PS

- Increased attainment in MLs

- Impact on literacy in general

- More double linguists

Challenges :

- Decrease in numbers taking languages beyond S3

- Significant discrepancies between schools & clusters and within schools

- Impact variable

- Too early for measurement of impact

- Disparities in provision of L2 and L3 in different secondary schools