a) 1+2 Local Authority Survey – a closer look
b) L3 primary and secondary
c) Resources - new and old
Local Authority Survey: March 2019

Primary/Secondary schools providing the full L2 entitlement within the terms of the policy:

- From P1 onwards → 91%
- From S1-S3 → 62%

Primary/Secondary schools providing the full L3 entitlement within the terms of the policy:

- Primary → 47%
- Secondary → 83%
Reasons for not providing L2/L3 entitlement as yet:

<table>
<thead>
<tr>
<th>PRIMARY</th>
<th>SECONDARY</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
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</thead>
<tbody>
<tr>
<td>Competing priorities</td>
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<td>Competing priorities</td>
<td>Timetabling</td>
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<tr>
<td>Teachers not</td>
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<tr>
<td>sufficiently trained</td>
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<tr>
<td>Teacher confidence</td>
<td>Staff availability</td>
<td></td>
<td>Competing priorities</td>
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<td>Teacher movement</td>
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<tr>
<td>Teacher skills</td>
<td>Other</td>
<td>Other</td>
<td>Teacher movement</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

Quick discussion with person next to you: how do you explain to HTs/teachers that 1+2 is NOT a competing priority?
Q8. Tell us about the difficulties you have encountered in ensuring that all teachers have appropriate access to language training.

Language learning takes significant amounts of time, teachers feel deskilled and lacking in confidence.

- Not all Pri HTs view languages as a priority
- Lack of motivation...
- Difficulties ensuring Inset time is allocated to languages
- Travel to and from events is often difficult.

Finding a (training) resource that is suitable for staff, including location, time, content and sustainability has proven to be a challenge.
Q9: What action will you take to ensure that language learning training continues to be available to teachers in your local authority beyond 2021?

What do you already do/plan to do?

- Planned, proportionate programme of twilight sessions throughout the year in agreement with schools’ Working Time Agreements
- Consortium Erasmus+ funding bid for immersion training
- Resources are available on an 'anywhere, anytime' basis and are flexible to staff needs.
- Working with colleagues to create an online training resource for teachers to ensure sustainability of training
- We are continually updating and progressing CLPL resources.
- Modern Languages network meetings – standing item for teachers.
L3 in the secondary – update to policy May 2019

In schools where there is sufficient time allocation for the L2 *, the L3 could be taught over a block of time, for example over a term, within which one period per week from L2 time would be given over to the L3. Careful planning of a progressive experience would be essential, to ensure that the learning is meaningful. This could be supported by online resources to support any catch up.

In schools where there is an elective programme within the broad general education, it would not be necessary to take this time from the L2.

* By ‘sufficient time’ for L2, we mean a model where there is an appropriate time allocation that allows young people to develop the skills required to achieve Third and Fourth levels in the language; this time allocation should also allow learners to experience enrichment activities around the culture of the language.
Support from Education Scotland
Education Scotland modern languages team – curricular support 2019 Progression First to Fourth Level

• Support and guidance for teachers
• Low tech
• Variety of pupil activities for pairs, groups
• Using a range of texts
• In French but can be adapted for any language
### Progression First to Second Level

- **Focus**: 'All about me'

- **Teacher guide**
- **Linked pupil activities across the 4 skills**
- **Generic progression framework**
- **KaL grammar grid 1 to 4th level**
- **Presentation for teachers focusing on developing each skill**

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### For Scotland’s learners with Scotland’s educators

#### Primary 5

<table>
<thead>
<tr>
<th>Skills</th>
<th>Experiences and Outcomes</th>
<th>Learning Intention</th>
<th>Success Criteria</th>
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</table>
| Listening for information | I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. **MILAN 2-01a**  
I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. **MILAN 2-01b**  
I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **MILAN 2-01c** |  
- Enjoy taking part in a range of songs, rhymes and raps  
- Take part in daily routines and take the lead in some basic tasks  
- Understand and respond to a range of more complex instructions  
- Using in the target language in a wider range of contexts |  
- I enjoy joining in with songs, rhymes and stories and raps.  
- I can take part confidently in daily class routines and can lead some simple tasks with my classmates  
- I can respond readily to a range of classroom instructions from my teacher or another pupil  
- I can use some target language in other areas of my learning e.g. mental maths, PE |
Je regarde la télévision

- I watch television
- I am watching television
- I do watch television

The present tense is used to describe something that is happening now can have three different forms in English,
Progression Third to Fourth level – Focus ‘L’environnement’

- Guidance for teachers
- Set of materials built around a context
- CLPL presentation on skill development
- Linked pupil activities synthesising the four skills
- Suggestions for delivering grammar in context

For Scotland’s learners with Scotland’s educators
Education Scotland modern languages team – curricular support 2019...

For Scotland’s learners with Scotland’s educators
WHERE IS POLAND?

- Can you find Poland on the map?
- Do you know what city is the capital of Poland?
- What other Polish cities do you know?
Transforming lives through learning

Education Scotland modern languages team – curricular support 2019.

Rappel!

Les histoires

• Animated stories for young learners
• Le Zoo de Vincennes
• Le Grand Voyage
• À l’école
• J’ai faim

For Scotland’s learners with Scotland’s educators
Welcome to the National Modern Languages Hub

The National Modern Languages Hub is a virtual learning environment for all practitioners involved in the delivery of languages across all sectors.