

1 + 2: moving forward

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Looking inwards wanting to do better

2011: Scottish Government manifesto commitment

“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.”



Looking inwards planning to do better

- May 2012: Languages Working Group Report
...1+2 was born
- November 2012: The Scottish Government responded to the report, accepting in full or in part the 35 recommendations.
- May 2013: Strategic Implementation Group set up to provide strategic leadership and oversee the implementation of the recommendations

Looking outwards: pilot schools

- Identified from September 2012
- Primary and secondary
- Spread of local authorities
- Range of types of school
- Range of languages
- All had to be delivering the entitlement to a BGE, including a modern language to the end of S3
- Sustainability of project

Input to the pilots

- Initial visit to discuss project
- Financial support or support with training from LFEE
- Support visits and contact (SCILT/ES)
- Evaluation visit for key messages
- Evaluation reports will be posted on the ES and SCILT websites in the new year

Pilot projects: focus

Projects addressed key recommendations in the report

By 2020

- Children to learn a modern language from P1
- Children to learn a second modern language from P5 at the latest
- Young people to continue with their first modern language to the end of the BGE and learn a second modern language during S1 to S3

Pilot projects: the art of the possible

How can primary schools introduce the modern language to all classes?

How much can they learn of a second modern language?

How long should they study it?

How do schools find space for another language in the curriculum?

How can secondary schools introduce some meaningful study of another language during the BGE and beyond?

The recommendations: being clear

A modern language from P1

To be introduced in a staged fashion across authorities

Embedding language learning

While some discreet teaching episodes remain necessary for progression, teachers in primary schools should endeavour to include use of the language as part of daily classroom routine and lessons

Primary sector pilots: LFEE input

Hillside PS Dundee City Council

11 classes, enhanced provision, 2 trained MLPS CTs
Embedding French P1-P7

St Elizabeth's PS S Lanarkshire Council

10 classes and nursery class
Mix of trained, newly trained, non trained staff
Embedding Spanish, nursery to P7

Langlands PS Angus Council – in progress

Key support

- Initial structured programme to build confidence and security in untrained staff at the start
- Training sessions
- Sound files
- Resources
- Permanent communication channel
- Help with planning and vocabulary to introduce ML into other areas of the curriculum

Resources to go on ES/SCILT websites

Some key emerging positive messages

- Benefits of language input across the curriculum
- Trained staff support others in using key phrases
- Increased staff confidence and commitment to MLs
- Children's enjoyment and confidence
- Building language learning skills and literacy skills
- Developing an understanding of other cultures
- Parents supportive

Challenges and next steps

- Importance of initial and ongoing training
- Time for teachers to prepare to teach a ML
- Coherent progressive learning
- Support for using the ML across the curriculum
- Ensuring progress in all four skills
- Differentiation and ongoing assessment
- Concern over delivering an additional ML from P5

The recommendations: being clear on L3

- A second ML to be introduced from P5 at the latest
- Not expected to be in the same depth as the first ML but a **progressive** experience going **beyond word level**, building on skills introduced through the first ML.
- Not necessary to have the same second language P5 to P7 though this would be ideal. The important thing is to build **generic language skills** and confidence in language learning.

Additional languages

Tough PS Aberdeenshire

2 classes. Two teachers MLPS trained in French. French P1 to P7

Looking for renewed motivation through new interactive resources and embedding language

One teacher: two week course in Chinese language and culture

Chinese as part of interdisciplinary input for seven sessions P4-P7. Input from Tianjin teacher through Aberdeenshire Hub

Additional languages

Lochyside PS, Highland

4 classes. 2 MLPS French trained teachers, 1 GLPS trained teacher, one native French speaker

Gaelic P5-P7. Introduced French from P1

Project to produce 'wee big books' in French, Gaelic and Scots, related to the curriculum and local culture

Clear literacy links

Additional languages

Dalmarnock PS, Glasgow City Council

11 classes. Training more teachers in French and Spanish through GCC.

French from P4 to P7, Spanish from P1 to P3 (VT), Italian P7 (Comenius teacher)

Developing APP for PE warm-up

Key emerging messages

- Embedding the language makes it easier to deliver
- It is possible to maintain fun and enjoyment whilst introducing challenge
- Children were not confused by learning more languages. They used their literacy and language learning skills.
- Links with other countries and native speakers bring the work to life and support the teachers

Key emerging messages

It is possible to deliver an additional language in a simple but progressive way

A range of methods of delivery must be considered

What kind of support do primary teachers really want?

- Training
- Additional support for delivering progress in all 4 skills
- Interactive resources for younger children
- Support packs for grammar and pronunciation
- Flexible framework/guidelines for **progressive** learning from P1 to P7
- Support from native speakers would be a bonus!

Transition pilot

Paisley Grammar, Ralston PS, Gallowhill PS, Renfrew Council

Transition project on the theme of recycling

Has led to supportive partnership working between the primary schools

Flagged up the importance of close cross sector links and of leading the transition.

This will be increasingly important , particularly for L2, as children begin language learning earlier.

The recommendations: being clear on S1 to S3

- Modern languages - entitlement for all S1-S3
- During S1 to S3, young people to be introduced to an additional modern language. This does not have to be the same language as was studied as a second language at primary school although that would be very positive
- Schools should offer a **progressive** language experience

Secondary pilots

Anderson High School, Shetland

French or German, BGE. Can begin the other language from S3. ASN class.

Pilot S3 insert offers a choice of Languages for Life and Work Award Spanish or Norwegian

- Opportunity to deliver topics of relevance
- Young people see the benefits for their future
- Building language learning skills
- Freedom from pressures of full course

Secondary pilots: opening up the senior phase

Madras College, Fife Council

Already courses in Spanish, French, German in the senior school. Introduced Languages for Life and Work Award for less academic pupils at S5/6, linking with local hotel and tourist office

- Attracted a wide ability range
- Pupils who were disengaged enjoying their learning
- Doing two languages
- Relevant to their lives and future

Secondary pilots: languages for all

St Modan's HS, Stirling Council

Introduced Languages for Life and Work Award in French and Spanish for a group of pupils with ASN, at S5

Links with Spanish restaurant and French hotel chain.

Key emerging messages (secondary)

- Engaging pedagogy wins hearts and minds
- Study 'grown-up' themes with older pupils
- Use relevant up-to-date materials
- Use native speakers where possible
- Inserts/masterclasses/short courses can all deliver
- 1+2 frees you up!

Moving forward: what have the primary pilots told us so far?

- With training and support from others teachers can deliver a meaningful primary experience which develops communication skills in greater depth in L2
- Through the learning of L3, children can become more confident language learners with more defined literacy skills

Moving forward: what have the secondary pilots told us so far?

All children can have experience of an additional language which is motivating and relevant to their needs and future lives. The learning of L3 can give them the confidence to feel they can learn another language in the future.

Thank you to our pilot schools