

Interim report on Languages 1+2 policy Strategic Implementation Group (SIG)

This interim report provides an update to Ministers on the work achieved by, and through, the Languages SIG in its first year and sets out the main developments for the year ahead.

Strategic Implementation Group: The SIG was established in May 2013 to develop an engagement strategy, oversee and facilitate the implementation of the recommendationsⁱⁱ of the Languages Working Group. To date it has met four times and, through sound partnership working, we have achieved much in this first year.

Engagementⁱⁱⁱ: There is a perception amongst many Scots (and people from other Anglophone countries) that knowledge of another language is not essential, since English is spoken and understood all over the world. In order to change this mindset, it is necessary to articulate clearly the benefits of language learning. Languages are an essential skill set to equip our young people with the skills and competencies needed in the new Europe and the 21st century global marketplace. The SIG aims to achieve this, inter alia, through our various networks and websites^{iv}. The SIG is also working hard to raise the profile of the 1+2 approach, promoting better understanding of the policy and best practice. Members have given practical advice on the delivery of the recommendations in order to support local authorities and teachers.

SIG members have delivered presentations at the Scottish Learning Festival; the Scottish Association of Language Teachers (SALT) conference and the British Council Languages conference in 2013. We have responded to a range of requests for advice and input at authority level. We have also engaged with parents in various ways, including at a National Parent Forum of Scotland (NPFS) 1+2 focus group meeting in May 2014, and work is ongoing to complete a SCILT parent leaflet to complement the parent section of the SCILT website. We have met representatives from the Higher Education sector several times to discuss the development of the experience of language learning for students. COSLA has taken a paper to every Education, Children and Young People's Executive Group meeting and will update members at meetings which take place 4 times a year.

National Language Conference: The SIG hosted a well-attended National Language Conference on 14 November 2013 which focused on the practicalities and implementation of 1+2. Delegates also heard about progress and initial findings of the pilot programme and the event was the catalyst for local authorities to move forward with their implementation.

Pilot projects: The overall evaluation of the pilot programme indicates interim progress in line with the original aims of the ten pilot projects^{vi}. Education Scotland found that in almost all of the primary projects, the aim was to introduce children to a new language. Promising progress has been identified in all cases, particularly in listening and talking. The introduction of ongoing assessment of the four skills of listening, talking, reading and writing is a key recommendation for their continuing development of language learning. The three secondary pilot schools focused on ways of introducing a second additional language.

The new Languages for Life and Work Award has proved a popular way of expanding provision during the Broad General Education and beyond. An evaluation report on each of the ten pilots, as well as a summary report, are on the Education Scotland and SCILT websites^{vii}:

National framework: Education Scotland has set up a Short Life Working Group^{viii} to develop a progressive but flexible framework. The guidelines for P1 were complete in December 2013 and the framework for P1 to P7 will be published online by the end of June 2014. The guidelines and framework will provide the outline for progression in skills, knowledge about language and vocabulary. Sound files will be provided.

In October 2013, Education Scotland requested that all local authorities complete a proforma^{ix} to provide information on language learning in their schools. This audit gave an initial picture of languages provision across Scotland. At that time, all local authorities were considering the recommendations of the '1+2 report' and almost all said their strategy was 'in hand'. In a very small number of primary schools, an additional language at P6 and P7 was not being delivered due to a lack of trained staff. As expected, the range of provision other than at P6/P7 was variable but a good number of schools were already providing some language learning before that stage. Due to the well-publicised requirement for language learning from P1, there had been less emphasis on secondary schools. In six of the local authorities that responded fully, the entitlement to an additional language throughout the broad general education to S3 was not yet being met in all schools.

^x**Strategies:** Comprehensive advice on the key elements of a local authority 1+2 strategy was provided at a joint event hosted by the Scottish Government and Association of Directors of Education in Scotland (ADES) on 28th March. Education Scotland have now issued an advice paper to support this. Following this the Scottish Government has asked all Local Authorities to provide their strategies by the end of August 2014.^{xi}

Funding: The Government is committed to the long term implementation of this policy and intends, subject to future spending review decisions, to continue to provide developmental funding similar to the current levels. To date the Government has provided Local Authorities with £4m funding in 2013-14 and £5m in 2014-15 and is fully committed to seeing implementation by 2020. For this reason we are very pleased that COSLA have set in motion^{xii} a modelling exercise to cost the total implementation of 1+2 to 2020. We hope this exercise will be complete by December 2014.

Support for teachers and local authorities: Education Scotland has produced advice on the recommendations of the 1+2 approach for their Area Lead Officers^{xiii} and a separate advice note for HM Inspectors. This advice has ensured that the messages of 1+2 are recognised consistently. Education Scotland and SCILT offer support to all local authorities. This year Education Scotland has supported a significant number of education authorities specifically on 1+2 with visits, advice and presentations.

Education Scotland held the first 1+2 Development Officer half day Conference on 23 May^{xiv} which was well received and feedback indicates that audiences have found them reassuring and informative.

To improve the knowledge and understanding of 1+2, Education Scotland and SCILT have collaborated on a 1+2 FAQs page on the SCILT website^{xv} and SCILT have also produced a 1+2 Newsletter which is a digital newsletter circulated to key contacts in local authorities and providing a round-up of 1+2 work at national level. This is designed to be a helpful timesaving tool as it allows local authorities to add local information and distribute to their own networks.

SCILT hosted four 1+2 Regional Learning Events to showcase the work of pilot schools and provide a forum for professional discussion^{xvi}.

Conclusion: The year ahead

In the year ahead we will further promote the need to develop the nation's language capability to create a more successful Scotland with opportunities for all to flourish through increasing sustainable growth.

We will also highlight that it is not about necessarily reaching a certain level or a qualification: there is immense value in having some language skills and, crucially, an open disposition towards using them in practice and developing them more as and when opportunities arise in life and work.

Our work this year has been informed by both the pilot evaluations and the audit exercise. Next year, we will continue to monitor progress, provide strategic advice and gather evidence.

Local authorities are making progress in taking the 1+2 policy forward and their strategy groups are making important decisions as to the languages to be studied, on a cluster basis. Certain local authorities will need more support and guidance than others and we will seek to provide assistance as necessary. Many schools are already experimenting with the introduction of a language below P6/P7 and with ways of introducing the third language (L3).

However, for the policy to be rolled out fully, comprehensive and strategic training for primary practitioners must be made widely available. A good start will be achieved with a 'Train the Trainers event'^{xvii} in July with a second event planned for October.

In addition, in the coming year we will also, amongst other things:

- Develop further interactive resources and support sharing of resources between local authorities.
- Offer additional support for schools introducing L3, including case studies.
- Provide support and advice to schools developing opportunities for language study in the senior phase, including case studies.
- Support enhanced training provision within both Initial Teacher Education and the secondary sector.
- Work to build links with business and the world of work.

We will encourage a greater awareness of the need for enhanced language learning to create a broad expectation of this amongst learners, parents and carers as well as educators. To this end we will support languages development in Scotland and look for opportunities to further raise awareness of 1+2 and the value of language learning.^{xviii}

This year we have put in place the building blocks for full implementation of 1+2. The pilot projects have raised the profile of the report and of language learning and local authorities are increasingly conscious of the implications of the report and of their role in delivering these. They are now taking steps to address this. In the coming year, informed by the local authority strategies and the COSLA costing exercise, the pace will quicken and we hope to set realistic and meaningful targets and milestones in our quest to create the conditions to enable all young people to learn two additional languages by 2020.

ⁱ Language working group recommendation 34: that Scottish Government set up an Implementation Group charged with developing an Engagement Strategy to deliver the 1+2 languages Commitment. The group has a joint chair: Tim Simons, head of Curriculum Unit, Scottish Government and Michael Wood, Director of Education for Dundee City Council to represent the Association for Directors of Education Scotland (ADES); representation from Convention of Scottish Local Authorities (COSLA), National Parent Forum Scotland (NPFS), Scotland's National Centre for Languages (SCILT), Education Scotland, General Teaching Council for Scotland (GTCS) and Educational Institute of Scotland (EIS). Recently the Scottish Teachers' Education Committee (STEC) representing the higher education sector and from Scotland's Association of Language Teachers (SALT) were invited to join. SG provide the Secretariat and has increased its staff resource working on language policy to provide this support.

ⁱⁱ The Scottish Government response to the recommendations:
<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/LanguageLearning> Please contact the Secretariat loria.fraser@scotland.gsi.gov.uk if you wish to see the current state of each recommendation.

ⁱⁱⁱ The SIG minute records this in its table of engagement.

^{iv} These include updates and presentations by each SIG member: to ADES theme groups, to COSLA Education and Executive Committee, EIS Committee, NPFS website.

^v See recommendation 19.

^{vi} <http://www.scilt.org.uk/A12ApproachtLanguageLearning/Implementation/tabid/4339/Default.aspx>. Recommendation 3.

^{vii} <http://www.educationscotland.gov.uk/sharingpractice/0to9/1plus2ilotprogrammeevaluations/index.asp?strReferringChannel=educationscotland&strReferringPageID=tc:4-713590-64>. Education Scotland is also to evaluate the East Lothian P1 Mandarin project.

^{viii} <http://www.educationscotland.gov.uk/resources/0to9/a1plus2approachtolanguagelearning/introduction.asp>. See recommendation 14.

^{ix} Recommendation 24.

^x Recommendation 2 local authorities and schools develop a 1+2 strategy.

^{xi} Presentation at the SG/ADES event:
<http://www.scilt.org.uk/A12ApproachtLanguageLearning/ScottishGovernmentADES/12LanguagesStrategicImprovementPlanningEvent/tabid/4365/Default.aspx>

^{xii} SG sent a letter in May 2014 to all Local Authorities to explain that COSLA are conducting a survey of their members around implementation costs. COSLA say that policy challenges are around staff training and back filling of roles when this takes place. There is also a general concern around fitting this into a busy curriculum.

^{xiii} Education Scotland produced further advice on the 35 Working Group recommendations in June 2013 which was well received and has helped to ensure schools and local authorities know the key aspects of policy to action:

http://www.scilt.org.uk/Portals/24/Library/oneplustwo/EdScotland_2013_1plus2_clarification_for_EAs.pdf . It will be refined as necessary to reflect the changing circumstances.

^{xiv} At which there were presentations by SCILT, South Lanarkshire, Renfrewshire, Glasgow and Edinburgh Councils showcasing the type of planning and support they offer. It was attended by 22 Local Authorities.

^{xv} <http://www.scilt.org.uk/A12ApproachtLanguageLearning/FAQs/tabid/3994/Default.aspx>

^{xvi} These took place in the spring in Glasgow, Aberdeen, Stirling and Perth and were attended by 133 delegates representing 24 Local Authorities, Scottish Council of Independent Schools and Higher Education. These events shared good practice and provided an honest insight into the benefits and challenges of implementing 1+2. The discussion forum clarified the key messages of 1+2 and explored practical solutions for implementing the policy. Feedback received indicates that these events have been particularly successful at motivating and inspiring practitioners from all sectors and spreading good practice. A number of key messages have been identified and will be shared via the SCILT website and 1+2 newsletter.

^{xvii} The course content is in the process of being finalised; 59 delegates have registered to attend the first course in June and July. This represents 27 Local Authorities. The aim is to provide training for teachers who will return to their local authority and provide training to the cohort of primary teachers. Training materials will be provided online. An impact analysis of the training week will be undertaken.

^{xviii} In the year ahead we plan the following: an article in the August 2014 edition of Teaching Scotland; presentations at the Scottish Learning Festival, an article in the Scottish Education Journal; a presentation to the EIS National Training day for Learning Representatives on Thursday 6th November, to the national ADES event in November, via parent focus meetings, 1+2 parents' leaflet and more promotion of 1+2 newsletter as a tool for Development Officers to use to share information. Presentations at various conferences including the NPFS, the SALT conference and more Regional Learning Events.