

# **Languages Strategic Implementation Group Education**

## **AGENDA**

**Meeting No 20: 12 September 2019**

**Endeavour House, Dundee**

**13:00 for 13:30 start**

**Tea/coffee from 13:00**

- 1. Welcome and apologies** – Laurence Findlay as Chair
- 2. Approval of minutes from previous meeting**
- 3. Matters arising from minutes and actions outstanding. To include:**
  - Update on the languages 1+2 research being carried out by the South-East RIC – [Redacted]
  - University and school engagement on languages – [Redacted]
- 4. Discussion on next steps for supporting language learning** – discussion paper tabled by Secretariat
- 5. 2019 SQA results** – Presentation from SQA
- 6. Any other business**
- 7. Date and location of next meeting** – January meeting will take place in the SCILT and CISS Ramshorn building

### Location

Education Scotland  
First floor, Endeavour House  
1 Greenmarket  
Dundee  
DD1 4QB



**Education  
Scotland**  
Foghlam Alba

# **1+2 Local Authority Survey**

**May 2019**



Education  
Scotland  
Foghlam Alba

## 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?

## **Validation and caveats :**

- Not all data went through the same validation process as the percentage of secondary schools providing full L2 entitlement.
- When interpreting the bar graphs, be aware that data contain double counting of some schools. For example a school could provide French and Spanish as L2 for different year groups.

# Local Authority Survey : March 2019

How many Primary/Secondary schools provide the full L2 entitlement within the terms of the policy?

- From P1 onwards? → 88%
- From S1-S3 ? → 70%

*NB These figures represent mainstream primary and secondary schools only. Previous years included special school information and there was an issue with duplicate number of schools. This issue has been removed this year and provides a more accurate picture.*

# Reasons for not providing L2 to full entitlement as yet :

PRIMARY	SECONDARY
Competing priorities	Competing priorities
Teachers not sufficiently trained	Timetabling
Teacher confidence	Staff availability
Teacher movement	Other
Teacher skills	
Other	

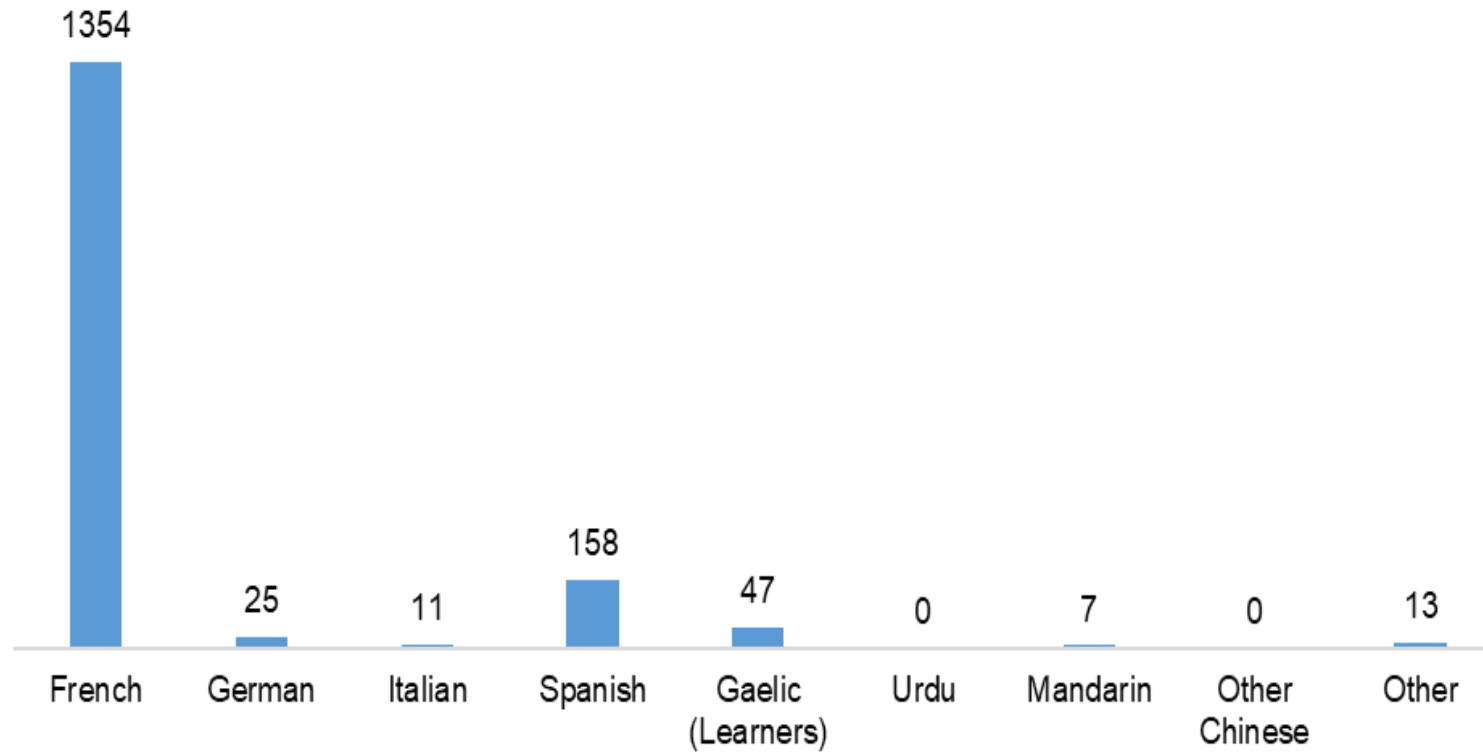
# Quotes from LAs :

‘There is a marked difference in pupil confidence and ability’  
- HS teacher

‘Evidence indicates that staff who undertake professional learning are more confident in delivering 1+2 and that the quality of the learning experiences they deliver is improved.’ - LA officer

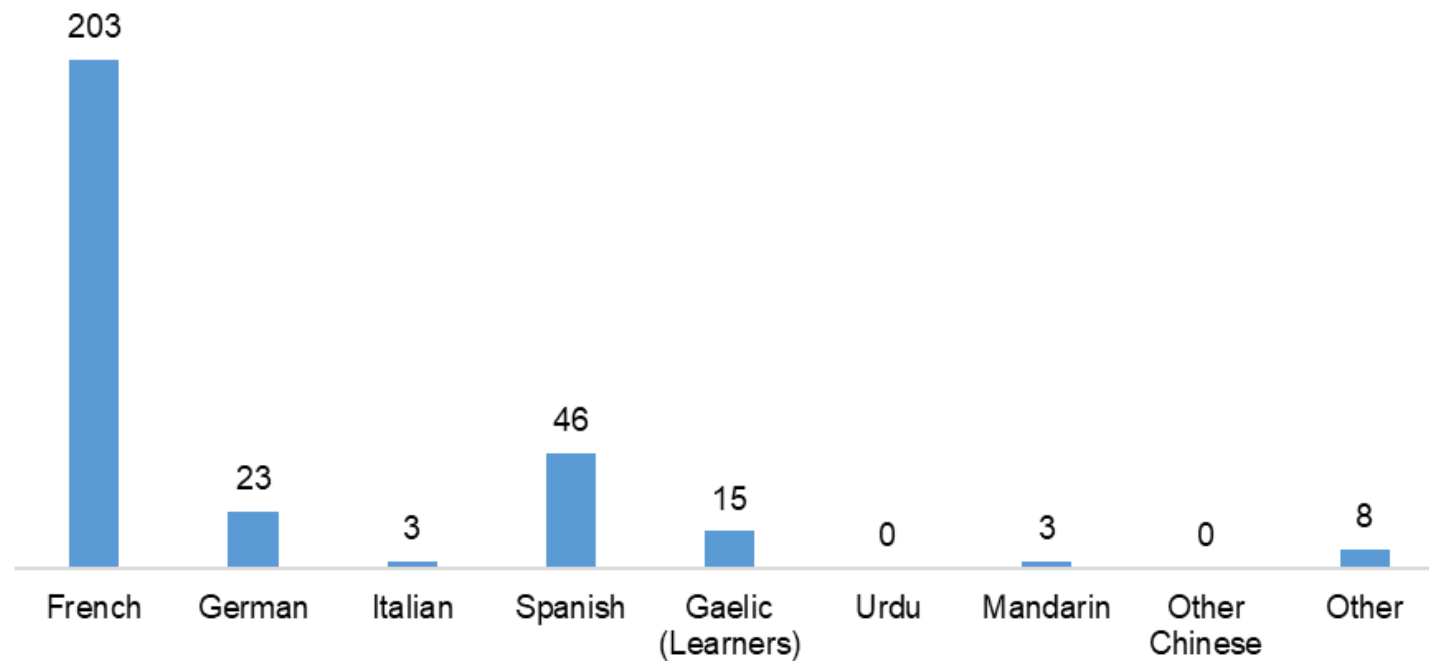
‘Children and young people have developed strong cultural awareness’ - LA officer

Number of Primary school providing L2 provision, by  
Language, 2018/19





Number of Secondary school providing L2 provision, by  
Language, 2018/19



## L3 – Primary and secondary

L3 primary – **47%** (early, not validated) meeting full entitlement.

L3 secondary – **83%** (early, not validated) meeting full entitlement.

# Reasons for not providing L3:

PRIMARY	SECONDARY
Competing priorities	Timetabling
Teachers not sufficiently trained	Staff availability
Teacher confidence	Competing priorities
Teacher skills	Other
Other	
Teacher movement	

## Transition and continuity

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

**Almost all local authorities report that there are P7-S1 MLs transition projects in place across schools.**

**Most local authorities report that there are regular meetings between 1+2 leads from primary and the associated secondary MLs departments.**

**Shared LA resources with other LA through regional partnerships and collaboratives. The joint creation of resources supports a shared understanding of expectations and curricular levels Some local authorities have agreed progression frameworks in place across all schools.**

# CLPL

## Support for language training / upskilling:

- Regular CLPL sessions for teachers, whether in school or at 1+2 events/meetings
- ML teachers from secondary work in primary schools to model lessons, and advise on appropriate methodology and resources
- Commercially-produced online resources
- Bespoke online training pack, connected to LA frameworks
- 'Language ambassadors' scheme (undergraduate languages students from local universities) supporting learning in primary schools.

## Difficulties :

- Competing CLPL priorities
- Reluctance of staff to attend CLPL twilight events
- Teacher movement/ staff shortages
- Teacher lack of confidence

## CLPL - post 2021

- Further training to be offered (including within RIC)
- Online training to be offered/ Local resources in place / Sharing resources through the RIC
- Immersion courses abroad
- Identifying and sharing good practice in LA
- Use of INSET time

## Also mentioned :

The 1+2 Approach has increased the opportunities to have appropriate access to language training.

The drive to ensure success of the policy will decline without a DO (or equivalent) to maintain impetus for 1+2 in LAs.

Not all HTs view 1+2 as a priority.

# Partnerships

- Local universities
- SCILT/CISS
- Regional collaboratives (RIC and/or inter/pan- LA)
- LFEE
- British Council – MLA, Erasmus+, eTwinning
- Overseas partners



# Local Authority survey – 2018 : IMPACT

## Positives:

- Increased parental awareness/ involvement
- Improvement in uptake and attainment
- Increased staff confidence & amount of language teaching
- Increase in perception of value of language learning
- Difference in pupil attitudes to language learning, increased confidence in using language
- Improved transition arrangements

## Challenges :

- Too early to identify impact
- No data gathered re impact
- Pupils frequently want to change language in S1, then drop the ML in S3
- Structure of the secondary curriculum has resulted in a decrease in the number of pupils studying a language

## **Languages Strategic Implementation Group Education – 12 September 2019: Agenda item 4 on Next Steps**

### **Discussion Notes**

When SIG met in January, the group identified the following as priorities for continuing support for language learning up to 2021 and beyond:

- **Funding** - Maintain dedicated SG funding for languages

#### **Support for teaching and learning**

- Maintain focus on importance of language pedagogy in primary ITE courses through SCDE framework
- Maintain support for language learning in primary schools
- Draw on expertise from universities to help build teacher capacity for language learning
- Ensure a sufficient level and variety of CLPL opportunities – more targeted menu of options directly funded by the SG?

#### **Engagement with schools**

- Further engagement with schools – repeat events held in 2017 to promote key messages about the policy to secondary schools.
- Promoting cluster planning to support greater prioritisation and co-ordination of language learning across clusters
- HMI thematic review of languages

#### **Promotion and recognition of language learning**

- Develop a broader sweep of language awards, and modules to allow language learning to be recognised in other ways apart from the qualifications
- Promote a holistic view of language learning – emphasise links to citizenship, international outlook and preparation for work
- Raise the profile of language learning with parents
- Raise the profile of language learning with young people – e.g. Scotland Loves Languages, Language Linking, Global Thinking etc – monitor through Young People in Scotland Survey
- Promote and support benefits of language learning for careers and post-school learning – for example through IDL/cross-curricular learning and opportunities offered by universities such as Routes into Languages – view that universities and business had a role in the continuing development and embedding of language learning.

### **Discussion questions**

- **In light of the 2019 survey results are these still the priorities for continuing support for language learning? If not, what needs to be added?**
- **How, in practice, should the above be taken forward? You could focus on one or two items.**
- **Who needs to be involved?**
- **What are the outcomes and benefits for learners that we want to see as a result**

## LANGUAGES 1+2 IMPLEMENTATION – PRELIMINARY FINDINGS FROM THE 2019 LOCAL AUTHORITY SURVEY

### THE FIRST ADDITIONAL LANGUAGE – ‘L2’

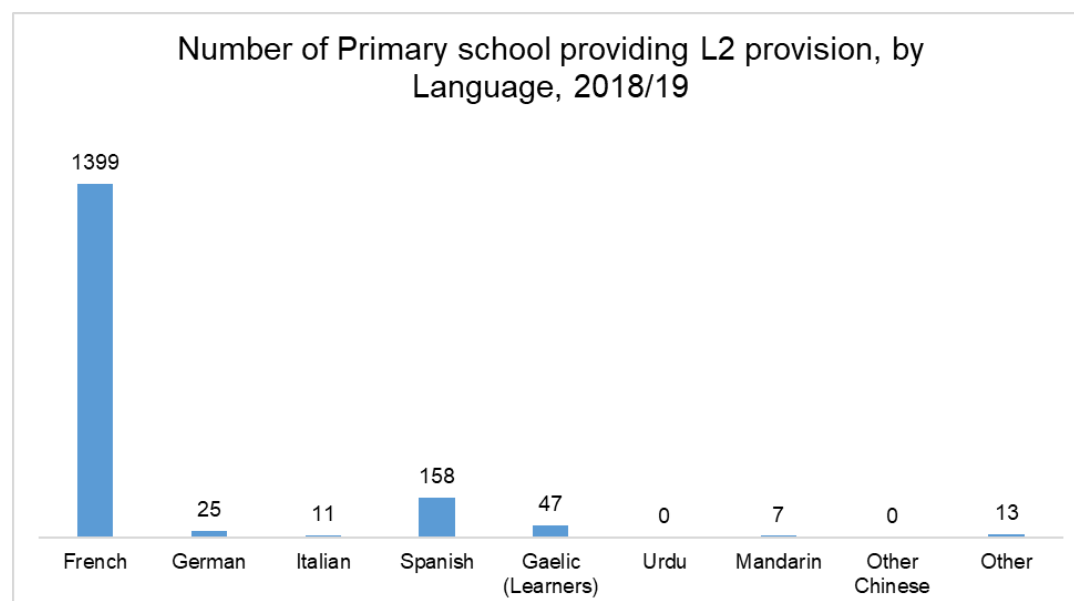
**The survey indicates that about 88% of primary schools are providing the full L2 entitlement within the terms of the policy.** The 2018 survey indicated that at least 91% of primary schools were providing the full entitlement.

This figure represents mainstream primary schools only. Previous years included special school information and there were issues with duplicate number of schools. These issues have been removed this year and provide a better picture at primary school level.

**The survey indicates that about 70% of secondary schools are providing the full L2 entitlement within the terms of the policy.** The 2018 survey indicated that at least 62% of secondary schools were meeting the full entitlement.

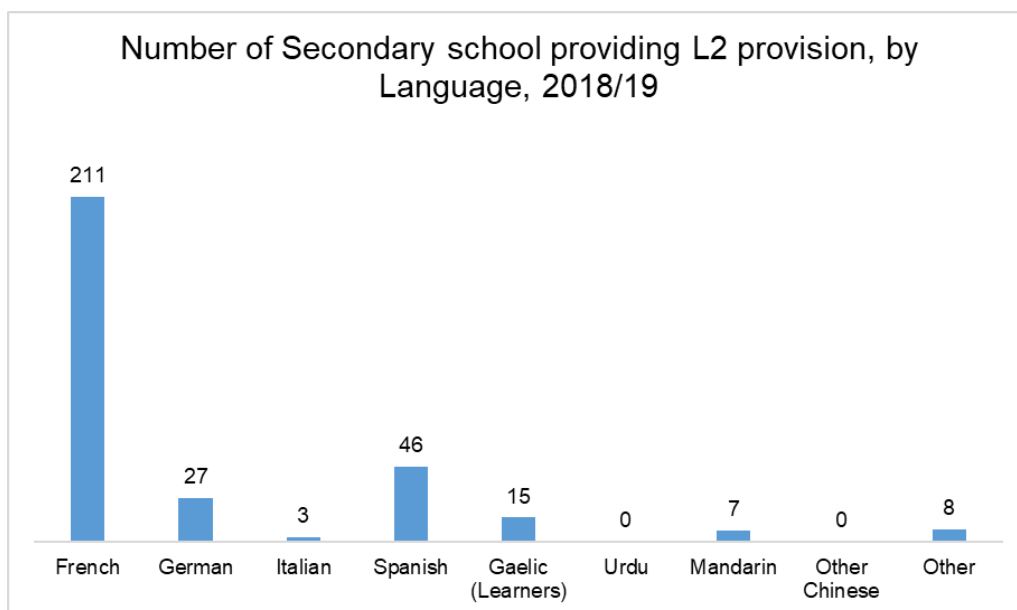
These figures represent mainstream secondary schools only. Previous years included issues with duplicate number of schools. These issues have been removed this year and provide a better picture at secondary school level.

### Languages offered as L2 in the BGE phase



Note: This data contains double counting of some schools and has not been through the same validation process as the percentage of secondary schools providing full L2 entitlement.

Other languages offered as L2 in primary –Gaelic, English (GME), Scots, Makaton, BSL

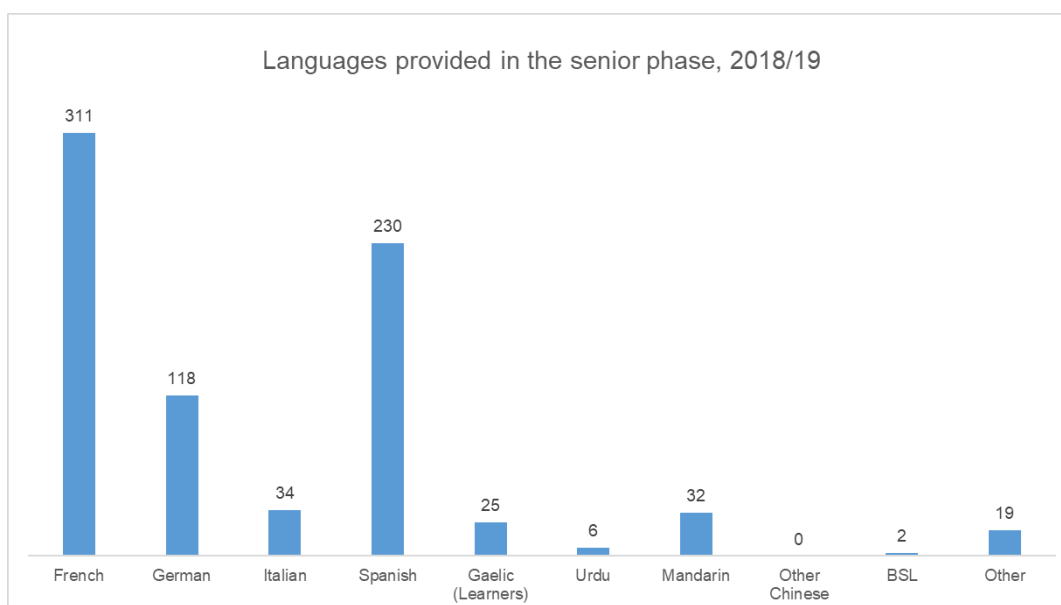


Note: This data contains double counting of some schools and has not been through the same validation process as the percentage of secondary schools providing full L2 entitlement.

Other languages offered as L2 in secondary – English(GME)

### **Languages available in the senior phase**

Results show a continued diversity of provision of National Qualifications across authorities with all offering Modern Languages at National 4/5 and Higher levels. Results also show 30 authorities offering of Advanced Highers & MLLW Awards.



Note: This data contains double counting of some schools. This data did not go through the same validation process as the percentage of secondary schools providing full L2 entitlement.

## Models used to deliver full L2 entitlement

1,598 primary schools were providing the full L2 entitlement. These were their model types:

Model type	Number of schools
Class teacher embedding learning	1,328 (83.1%)
Internal Visiting Specialist drop-in	270 (16.9%)
External Visiting Specialist drop-in	140 (8.8%)
Team teaching embedding learning	204 (12.8%)
Other	113 (7.1%)

Other models used include – pupils ambassadors, teacher swap, native speakers and community volunteers.

## Reasons for not providing the full L2 entitlement

### Primary

209 primary schools were not providing the full L2 entitlement. These were the reported reasons:

Reasons	Number of primary schools
Competing priorities	119 (53.1%)
Teachers not sufficiently trained	91 (40.6%)
Teacher confidence	113 (50.4%)
Teacher movement	54 (24.1%)
Teacher skills	73 (32.6%)
Other	24 (10.7%)

Note: Schools could have provided more than one reason for not providing the L2 entitlement.

Other reasons include – lack of strategic direction, GME setting, staff illness/long term sick, general lack of staff, composite classes, timetabling.

### Secondary

100 secondary schools were not providing the full L2 entitlement. These were the reasons:

Reasons	Number of secondary schools
Competing priorities	18 (18.0%)
Timetabling	37 (37.0%)
Staff availability	27 (27.0%)
Other	39 (39.0%)

Note: Schools could have provided more than one reason for not providing the L2 entitlement.

Other reasons include – change in leadership at school, changes to BGE timetables, and misinterpretation of ‘entitlement’

In these schools, these were the alternative models used for languages provision in the BGE:

<b>Model type</b>	<b>Number of schools</b>
S1 only	6 (2.7%)
S1 to S2 only	32 (14.5%)
Choice before S2	8 (3.6%)
Choice before S3	51 (23.2%)
Other	27 (12.3%)

Other alternative models used include – rotation of languages, languages are ‘compulsory’ to S4 and L2/L3 switch

### **THE SECOND ADDITIONAL LANGUAGE – ‘L3’**

L3 primary – 47% meeting full entitlement.

L3 secondary – 83% meeting full entitlement.

**Note: these figures are not validated**

L3 languages are French, Italian, German, Spanish, Gaelic (learners), Chinese languages, Urdu, BSL, and ‘others’ – Scots and Scottish dialects, Russian, Japanese, Polish, Portuguese, Latin.

Scottish Government  
20 May 2019

**LANGUAGES STRATEGIC IMPLEMENTATION GROUP**

**Meeting #21: 21 January 2020**

**13:00 for 13:30 start**

**Tea / coffee available from 13:00**

**The Ramshorn, 98 Ingram Street, Glasgow G1 1EX**

**AGENDA**

**1. Welcome and apologies** (Laurence Findlay as Chair)

**2. Approval of minutes from previous meeting**

**3. Matters arising from minutes and actions outstanding**

**To include:**

- University and school engagement on languages [Redacted]
- Research into Successful Language Learning [Redacted]

**4. Updates**

- Erasmus+ (Secretariat)
- Languages Week Scotland (LANGS)
- Northern Alliance survey (LANGS)

**5. Survey 2019** (Secretariat)

- Survey 2019 final report
- Survey 2020 and 2021

**6. SIG annual report**

- Change of format and process (Secretariat)

**7. Any other business**

**8. Date and location of next meetings**

# Language Learning in Schools – Strategic Plan for Implementation 2017-2021

## Key Actions Progress Sheet – 2020

Priority Area	Communications and Engagement
Objective	Clarity and consistency of understanding and expectation across schools, local authorities, further and higher education, employers, into wider society.
Areas of Action 2017-21	<ol style="list-style-type: none"> <li>1. Deliver sustained, relevant messaging showing strong commitment, especially to reach leaders and decision makers.</li> <li>2. Provide events and activities: <ol style="list-style-type: none"> <li>a) with wide-ranging cross-sectoral participation</li> <li>b) for specific sectors</li> <li>c) led by SIG members' own organisations and by non-members</li> <li>d) to promote languages opportunities in further education, higher education, and the workplace</li> </ol> </li> </ol>
Activities	
<b>MEMBER</b> <ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Activity 2</li> <li>• Activity 3</li> <li>• Activity 4</li> <li>• Activity 5</li> </ul>	
Desired Outcome / Impact	
<ul style="list-style-type: none"> <li>• Outcome 1</li> <li>• Outcome 2</li> <li>• Outcome 3</li> </ul>	



<b>Priority Area</b>	<b>Collaboration</b>
<b>Objective</b>	Effective and efficient collaborative partnerships.
<b>Areas of Action 2017-21</b>	<p>3. Support effective collaboration at every level to support Learning and Teaching (L&amp;T) strategic planning for change:</p> <p>a) all stakeholders: dialogue, joint planning and cooperation to support development in languages within Curriculum for Excellence and beyond.</p> <p>b) schools and local authorities: sharing plans, resources and innovative approaches, e.g. technology, native speakers, twinning, flexible learning opportunities.</p>
<b>Activities</b>	
<b>MEMBER</b> <ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Activity 2</li> <li>• Activity 3</li> <li>• Activity 4</li> <li>• Activity 5</li> </ul>	
<b>Desired Outcome / Impact</b>	
<ul style="list-style-type: none"> <li>• Outcome 1</li> <li>• Outcome 2</li> <li>• Outcome 3</li> </ul>	

Priority Area	Curriculum
Objective	Clarity and consistency of understanding and expectation across schools, local authorities, further and higher education, employers, into wider society.
Areas of Action 2017-21	<p>4. Support, guidance and resources for practitioners at all levels, e.g.:</p> <ul style="list-style-type: none"> <li>a) Guidance on approaches to L2 and L3 planning from early years through to upper secondary, including transitions recognising that there is no hierarchy of languages, and in L2, cohesion and progression must be paramount.</li> <li>b) Tools to support high quality progression in all settings nationally, including re-evaluation of secondary approaches and innovative development.</li> <li>c) Active support for effective use of native speakers in schools.</li> </ul>
Activities	
<b>MEMBER</b> <ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Activity 2</li> <li>• Activity 3</li> <li>• Activity 4</li> <li>• Activity 5</li> </ul>	
Desired Outcome / Impact	
<ul style="list-style-type: none"> <li>• Outcome 1</li> <li>• Outcome 2</li> <li>• Outcome 3</li> </ul>	

Priority Area	Professional Development
Objective	Practitioners equipped, enabled and empowered to deliver high quality language learning in primary and secondary schools, recognising the strong connection between Initial Teacher Education (ITE) and career-long professional learning (CLPL).
Areas of Action 2017-21	<ol style="list-style-type: none"> <li>5. Equip those undertaking ITE to an agreed level to teach languages (and literacy through language) within Curriculum for Excellence, supporting motivation, relevance, achievement and attainment. This requires national strategic planning by teacher education institutions and SG.</li> <li>6. Ensure that languages CLPL for all practitioners is sustainable and responsive to specific needs e.g. pedagogy, language skill, strategic planning, and curriculum design.</li> <li>7. Encourage diversification and uptake of opportunities for professional recognition, including more dual registration.</li> <li>8. Promote practitioner enquiry, research and professional dialogue at all levels to support evidence-based practice.</li> <li>9. Promotion of National Framework for Languages Scotland (NFfL).</li> </ol>
Activities	
<b>MEMBER</b> <ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Activity 2</li> <li>• Activity 3</li> <li>• Activity 4</li> <li>• Activity 5</li> </ul>	
Desired Outcome / Impact	
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