

Agenda Item	9.
Report No	CLH 19/19

HIGHLAND COUNCIL

Committee: Care, Learning and Housing

Date: 14 March 2019

Report Title: **1+2 Languages Update**

Report By: Interim Director of Care and Learning

1. Purpose/Executive Summary

- 1.1 The purpose of this report is to update members on the progress of the Scottish Government 1+2 Language policy in Highland schools.

2. Recommendations

- 2.1 Members are asked to:
- i. Note and comment on the progress made to date on the 1+2 agenda.

3. Introduction

- 3.1 The Scottish Government set out in 2011 to introduce a norm for language learning in schools, based on the European Union 1+2 model – to create the conditions in which every child will learn two languages in addition to their own mother tongue.
- 3.2 The 1+2 approach is aimed at ensuring that every child has the opportunity to learn a modern language (known as L2) from P1 until the end of the broad general education (BGE) in S3 and then has the opportunity to progress to a national qualification. Additionally, each child is entitled to learn a second modern language (known as L3) from P5 to P7 and have an experience of it within the BGE. This policy should be fully implemented across the local authority by 2021.
- 3.3 As with other areas of the curriculum, positive language learning experiences contribute to young people's development as successful learners, confident individuals, effective contributors and responsible citizens. In Highland we hope to foster a confidence in languages that encourages our young people to at least try out other languages, and not to assume that everybody speaks English.

4. Historical progress in Highland

- 4.1 Highland has received year on year funding from the Scottish government to implement their 1+2 language implementation plan.
- 4.2 Our Highland strategy not only had to take into account our large number of Primary schools and staff, but also our geographical context and the languages historically taught, namely French and Gaelic, and therefore the previous training experience of staff. To ensure equity of provision and consistency of approach across all Highland schools there has been a roll out programme of training for French and Gaelic from 2015 – 2018.
- 4.3 Funding was used to appoint development officers to take forward the action plan and to undertake the development of resources and training. From 2015 - 2019 training for all Primary teachers has been delivered to support L2 language delivery in French and Gaelic. This session (18/19) we have provided training (3 days) and resources for L3. From ASG L3 surveys, training in the following languages was required – Gaelic, Spanish, Scots, British Sign Language, Polish and French.
- 4.4 The strategy had to consider the progress of the learner as they moved through the school. L2 training for French therefore started with P1-3 teachers in 2015/16, P4-5 in 16/17 and P6/7 staff trained in 2017/18. This approach also ensured schools were not overwhelmed by the 1+2 language agenda in terms of releasing staff for training all at once, and also allowed for a graduated approach for staff professional development. To reduce cover costs, teachers were trained on Inset days and twilight sessions, funding was used to pay for the 12 day French Primary Language Learning Course, which previously was known as the Modern Languages in Primary Schools (MLPS) and has historically been delivered annually in the Highland Council. L2 training for Gaelic was offered in 2016-7 with the delivery of the first 4 days of an 18 day course for beginners and a 4 day course to suit more advanced learners who had previously participated in the Gaelic Learning in Primary Schools (GLPS) programme. The remainder of the 18 day course was completed in 2017/18, along with delivering weekly remote training sessions, via VC, to teachers in the Acharacle/Ardgour area, that were unable to attend the training days.

- 4.5 Current training on offer includes
- 12 day Primary Language Learning French Course (optional progression)
 - 18 day Primary Language Learning Gaelic Course (optional progression)
 - 3 day L2 French roll out course (mandatory for schools with French as L2)
 - 3 day L2 Gaelic course (mandatory for schools with Gaelic as L2)
 - 2 half day sessions Early Years Practitioner (EYP) French Training (optional)
 - Early and first Level refresh days - to support new staff, staff who require a refresh and / or staff who have moved to a different teaching stage in the school.
 - 2 day mandatory probationer training, with the option to choose French or Gaelic language learning.
 - 3 day L3 training French, Gaelic, Scots, Polish, British Sign Language
- Secondary - 2 annual Inset events which continue to share the key expectations of 1+2 languages, deliver workshops on transition and moderation in the BGE.
- 4.6 Funding has also been used for all schools to subscribe to the 'Powerlanguage Schools' website. This is an online resource to support teacher's knowledge and application of languages in the classroom. Progression frameworks have been produced to support delivery and planning of L2 and L3 which include video links, lesson plans, powerpoint presentations, pupil activity sheets, monitoring and tracking templates and audio resources.
- 4.7 Gaelic resources are provided by the GoGaelic! 1+2 programme, based at Storlann, and this is supported by progressive planning sheets and includes age appropriate learning activities. These planning sheets and activities support the pupils' learning from early through to second level for L2 and L3 schools. Core language vocabulary lists have also been added into the online language learning resource, Quizlets. This web-based and app-based resource can be accessed by teachers and pupils to help improve pronunciation and to reinforce vocabulary learnt.
- 4.8 Over recent years funding has also been used to release classroom practitioners to be trained and given time to develop and implement language training and programmes for L3. This L3 training in various languages is being rolled out over the next 2 years, starting this session.

5. Recent Progress

- 5.1 Our development officers are continuing to roll out L2 and L3 training programmes. Through collecting and monitoring ASG training data and staffing changes, development officers and link QIO identify schools that may require contact and / or bespoke training to ensure they are equipped to deliver on this government policy. Training data shows that almost all schools have participated and engaged in the training offered where required. This year we are providing bespoke training for staff in remote locations who cannot always access training due to staffing issues and travel difficulties. This training has been developed through a virtual communication (VC) approach as well as development officers delivering twilight sessions in ASG locations.
- 5.2 Last session (17/18) training was provided for Language Ambassadors, interested staff that opted for these roles received leadership training to promote and support primary colleagues within their own ASG in languages. This year's pilot involved 2 ASG Ambassadors delivering twilight training in Inverness High and Glenurquhart ASGs. We see this approach as a sustainable way to continue embedding the 1+2 policy when funding runs out. We continue to encourage more schools to join the Ambassador training programme and are approaching Secondary language departments to get

involved.

- 5.3 In addition to our internal delivery, development officers organised and supported
- Cavilam training - this is an organisation sponsored by the French Institute and is a funded one week summer course in France immersing staff in the language. 1 colleague took up this opportunity last summer, and 1 the year before.
 - 1+2 Languages Leadership Course – a week long course organised by the Scottish National Centre for Languages (SCILT). 2 teachers attended (2017, 2018)
 - Erasmus+ Language Immersion Courses – 1-3 week immersion courses in France or Spain for beginners to advanced speakers, primary and secondary level. Highland Council has applied for funding on behalf of 49 teachers this session, and applied for 21 teachers in 2015. Individual staff have applied independently in the last few years for funding and have been successful.
 - Erasmus+ Language Immersion Courses – 1 week course to France focusing on interdisciplinary learning and Content and Integrated Language Learning (CLIL) approaches, 1 week course to Galicia looking at bi-lingual education for GME teachers, and a 1 week course to Versailles focusing on French School Partnerships.
- 5.4 We have established a continuing online presence in the form of our Highland Languages Blog. This Blog keeps everyone up to date with the latest news and information on 1+2 languages and includes links to planners, resources and trackers for all L2 and L3 languages. We also send out termly newsletters to primary headteachers to disseminate information to staff and there is a mailing list for secondary language teachers and faculty heads to keep them up to date with the latest news.
- 5.5 1+2 Languages Policy recommends that the L2 should be continued from P1 to the end of S3. A recent survey (June 2018) issued to Secondary schools shows 41% (12 secondary schools) are delivering their ASG primary L2 to the end of S3 – Alness, Ardnamurchan, Farr, Golspie, Grantown, Invergordon, Kingussie, Kilchuimen, Kinlochbervie, Tain, Thurso and Wick. With regards the L3, 86% (25 secondary schools) provide an experience of L3 in the BGE, as per the 1+2 guidelines. Development officers continue to keep Secondary schools updated with current information and, in collaboration with Education Scotland, run an annual event to promote languages with young people in the form of a Business Brunch. The event also includes staff workshops on sharing good practice and approaches to timetabling.
- 5.6 Secondary modern languages entries at Level 4/5/6 have seen a reduction of 1.5% over the last 5 years, however the National picture also reflects a reduction in entries. Highland reduction in entries is likely in part due to the changing curricular model in S4 to 6 subjects. However, attainment data shows that pupils who do take modern Languages in Highland perform better than those in our Virtual comparator (VC) or Nationally.

6. Partnerships and Collaboration

- 6.1 Over the years we have built up a range of relationships with outside partners to supplement our 1+2 support. These partnerships provide additional resources and opportunities for our Highland staff to collaborate and learn together. We work in partnership with a range of providers to support language learning and these include
- LFEE (Languages for Education Europe) in delivering training and producing

resources for schools. Our 1+2 Development Officer developed the Nursery French Programme with LFEE.

- LFEE – provide structured English language courses and information about Scottish education in Edinburgh for foreign nationals working in education. In November 2018 they hosted 50 teachers and teacher trainers from Versailles which also involved a 2 day visit to their partner schools (17 schools) in the Highland Council and a 1 day teacher training event on School Partnerships and eTwinning with their Scottish counterparts hosted by the British Council in Inverness.
- LFEE – They will provide a bespoke trip for 50 teachers in October 2019 to visit their partner schools in Versailles and participate in classes on the French language and school partnerships, a 2 day visit to partner schools and 1 day teacher training event on eTwinning and Partnership working.
- LFEE – They will provide a bespoke trip for 13 Gaelic Medium and Gaelic learner teachers from Highland to take part in a study visit Galicia to look at bi-lingual education and how it is delivered in schools.
- LFEE – They will provide a bespoke trip for French and Gaelic 1+2 teachers focusing on interdisciplinary learning and CLIL projects with school visits and workshops.
- Our Regional Collaborative –The Northern Alliance. We are sharing resources online across the 7 authorities and are planning on developing videos on Moderation and a Career Long Professional Learning (CLPL) Programme for teaching staff in language learning. This will ensure sustainability in support for the delivery of modern languages in schools.
- SCILT – we work with SCILT in delivering secondary language inset events
- CISS – The Confucius Hub. This organisation supports and trains staff in Mandarin to deliver in hub schools.
- Academie of Versailles – a partnership which structures the development of Highland / French school partnerships. We currently have around 40 primary schools and 10 Secondary schools in partnership with schools in Versailles, France. In session 2017/18, 2 primary and 1 secondary school hosted qualified French teachers as part of the Jules Verne programme. In 18/19 one of our Secondary schools is hosting a PE teacher from France and is seconded to work with the 1+2 Development Officer to develop school partnerships. The 1+2 Development Officer works closely with the 4 teacher trainers in Versailles to promote and support the partnerships with monthly newsletters and resources for partnership working.
- Grenoble ESP – placement of student teachers from France for 2 weeks in February in primary and secondary schools, began in 2017/8 with 7 schools and in 2018/9 with 10 schools. In 2018/9 Grantown Grammar hosted a student teacher for 1 month in the Modern Studies Department.

7. Next Steps

7.1 As the 1+2 government funding has reduced year on year, planning for 19/20 will depend on confirmation of funding in April. However, we have detailed a committed spend plan for 18/19 which will allow us to ring fence present funding to cover officer salaries and training until the end of this academic session.

7.2 Future plans will include:

- Continued training programme delivered by officers across the authority (listed above).
- Work with the Northern Alliance in producing a CLPL programme to sustain

support

- Increase our Language Ambassador programme to include more ASG representation.
- Consider approaches to widening access to the Confucius Hub to include more satellite schools.
- Further develop school partnerships and opportunities for teaching staff to visit and learn from each other.
- Continue to consider our use of technology when engaging with schools
- Continue with newsletters via e-mail, and our Highland Languages Blog and monitor engagement through number of 'hits'.

8. Implications

- 8.1 Resource – The resource implications have been minimised via the additional funding provided by Scottish Government. Sustainability of historic and existing work is included in the strategic planning
- 8.2 Legal – Any changes to education provision in this area takes account of the relevant education legislation
- 8.3 Community (Equality, Poverty and Rural) – training approaches have been considered and action has been taken to ensure colleagues living in rural areas are not disadvantaged. We have audited language provision and demand across Highland and, in response to this, have increased the number of languages we provide support for to meet demand.
- 8.4 Climate Change / Carbon Clever – There are no climate change / carbon clever implications.
- 8.5 Risk – There is a risk that staff will be unable to attend training due to lack of availability of cover teachers.
- 8.6 Gaelic – There are no implications due to the work detailed in this paper supporting L2 and L3 Gaelic.

Designation: Interim Director of Care and Learning

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