

PERTH AND KINROSS COUNCIL**Lifelong Learning Committee****27 May 2015****Language Learning in Scotland: A 1+2 Approach****Report by Executive Director (Education and Children's Services)****PURPOSE OF REPORT**

The purpose of this report is to inform and update the Committee in relation to [the Scottish Government's commitment to introduce a new approach to language learning in Scotland's schools](#) based upon the European Union's '1+2' model.

This report also sets out the response to date, and seeks approval for the proposals for further development of Education and Children's Services, in relation to the 35 recommendations of the [National Languages Working Group](#).

1. BACKGROUND/MAIN ISSUES

- 1.1 The Scottish Government has a manifesto commitment to introduce a new norm for language learning based on the European Union's '1+2' model, which envisages every child having an opportunity to learn two languages in addition to their first language. The Government's expectation is that the implementation of this new model for language learning in Scotland's schools will take place over the lifetime of two Parliaments.
- 1.2 In September 2011, the Scottish Government set up a Languages Working Group to offer advice and direction on how the manifesto commitment might be delivered. The report of the Working Group entitled, 'Language Learning in Scotland: A 1+2 Approach' made 35 recommendations. Having considered the report's recommendations, the [Government published](#) its responses.
- 1.3 In broad terms, the recommendations of the Working Group's report and the Government's responses to those recommendations will result in:
 - 1.3.1 Earlier access to modern language learning for children at the primary stages.
 - 1.3.2 Young people having the option of access to more than one modern language during S1-S3.
 - 1.3.3 Flexible opportunities and encouragement to study more than one modern language to the level of a National Qualification Unit or course in the senior phase.

- 1.3.4 More intensive partnership working between primary and secondary schools.
 - 1.3.5 Closer collaboration across all the sectors of education.
 - 1.3.6 Adjustments to the school curriculum to take account of the new national expectations in respect of language learning.
 - 1.3.7 More extensive and more effective use of technologies to support language learning.
 - 1.3.8 Changes to initial and continuing teacher education and regular access to native speakers, including Foreign Language Assistants and foreign national volunteers, to stimulate young people's interest in language learning and in other cultures.
- 1.4 Since the publication of the recommendations of the Working Group's report and the Scottish Government's responses to those recommendations, Perth and Kinross primary schools have continued to deliver modern languages across P6 & P7 using the Modern Languages in the Primary School (MLPS) model. Following on from the Scottish Government's response to the recommendations, ten pilot projects were established across Scotland to test the models of delivery that were being recommended. There were no pilot schools in Perth and Kinross as existing and planned priorities at that time were already identified as being taken forward. However, we have been well placed to learn from the on-going evaluations of these pilots, using this information to inform the preparatory work done to date as well as informing the proposals for future developments. Part of this learning was that a PanTayside model of working could provide many benefits for pupils and for staff, as such Education Services responded to the request of the Executive Directors of Education of Angus, Dundee City and Perth and Kinross Councils to work in close partnership, ensuring economies of scale and maximise the benefits of pooling available resources.
- 1.5 Local authorities and schools are now expected to develop '1+2' implementation plans or strategies for language learning.

2. PROGRESS TO DATE

National

- 2.1 The Scottish Government has worked closely with the Association of Directors of Education in Scotland (ADES) to develop an engagement strategy and to set up a delivery group to support the implementation of a '1+2' languages model for Scotland's schools, in line with the recommendations of the National Languages Working Group.
- 2.2 Education Scotland has provided advice to support local authorities and schools with [working within the recommendations](#).

- 2.3. Education Scotland has provided [supplementary advice](#) and [further guidance](#) on the third language (known as L3).
- 2.4 In preparing strategies and implementation plans, authorities have had to carry out audits of current curricular provision and of the language teaching skill set of teaching staff. The Scottish Government will also explore with the General Teaching Council for Scotland (GTCS) and with teacher education institutions the implications of the '1+2' languages model for the future training needs of teachers.

Perth and Kinross Council

- 2.5 The audit of current modern languages provision referred to in paragraph 2.4 has been undertaken in Perth and Kinross (Appendix 1). Responses to this audit have informed of current language provision with regard to languages taught and teachers trained to deliver in the primary sector. As French is the most commonly known modern language amongst primary teaching staff, initially, that will be the language that all children entering primary one will learn in addition to their first language. This is known as L2 as it is a second language. In future it is envisaged that there will be a choice of L2. By no later than primary five, all children will be expected to begin to learn a third language (known as L3). There is greater flexibility for schools and Local Management Groups (LMGs) to choose different languages for L3 (see section 2.3 above) and this could include eg Gaelic, Mandarin, Polish, Scots.
- 2.6 A Perth and Kinross pilot has been underway in Crieff LMG (Appendix 2) to develop ways in which schools can adopt some of the key recommendations of the National Languages Working Group and enabling evaluation of:
- the primary teacher training modules being developed to support progressive delivery of a modern language P1-P7;
 - the primary programme of study and resources being developed to support progressive delivery of a modern language P1-P7;
 - effective working practices to ensure a common understanding of language learning and progression across primary and secondary sectors;
 - the communications strategy required in ensuring effective information sharing with all stakeholders regarding A 1+2 Approach.
- 2.7 There has been the development and implementation of a Schedule of Training, primary and secondary specific. Training opportunities have been offered in language knowledge and modern language teaching techniques. Training has also been offered in the use of an online Language Platform developed in partnership with a company called 'Le Français en Ecosse'.
- 2.8 Support in terms of consultation with schools, modelling delivery, provision of additional resources, collegiate sessions and support with communications to parents has been provided.
- 2.9 Consultation with key stakeholders around [recommended milestones](#) to ensure full 2020 readiness has taken place with further detail in Appendix 3.

- 2.10 LMG locality based meetings to support implementation of A 1+2 Approach in a well planned and coordinated way, with an emphasis on partnership working between primary and secondary sectors have taken place across all Perth and Kinross LMGs.
- 2.11 There has been a Community Storytelling pilot with Culture and Community Services (Libraries) and the Crieff and Kinross LMGs; story books in French have been purchased and volunteer community members are being trained by Institut Français d' Ecosse in storytelling with sessions for children aged 4-8 years to be offered at both libraries.

Tayside including Perth and Kinross

- 2.12 To maximise resources, a PanTayside partnership has been established between Angus, Dundee City and Perth and Kinross Councils. This involves a four year joint project across the three local authority areas and highlights the shared commitment to promote language acquisition in all schools for all pupils.
- 2.13 In all three authorities, French will initially be the L2. This joint venture has a programme of work in support of commitments to:
- develop a [PanTayside Strategy](#);
 - consider and prioritise options for joint or partnership work with other education authorities and with university partners, in particular, Aberdeen University and Dundee University;
 - progress shared actions needed to support working within the recommendations of 'Language Learning in Scotland: A 1+2 Approach'; and
 - prepare an action plan in support of all necessary implementation activity supported and delivered by a PanTayside 1+2 Staff Tutor Team working both across sectors and authorities (Primary and Secondary teachers from across the three local authorities, seconded until June 2016). Scottish Government Grant Funding is used for these posts.
- 2.14 All schools in each of the three local authorities have access to an online Language Platform which serves as a key resource to support the implementation of this strategy. This platform has been developed in partnership with a company called 'Le Français en Ecosse'. Scottish Government Grant Funding is used for the development of the online platform.
- 2.15 All schools in each of the three local authorities will participate in a formal evaluation of the PanTayside 1+2 approach over a three year period. This evaluation will be led by staff from Dundee University who, by August 2015, will establish a baseline assessment of depth of pupil knowledge and skills and awareness levels of staff, pupils and parents. Further gathering of both quantitative and qualitative data over time will form the basis of evaluating the effectiveness of the implementation of Language Learning in Scotland: A 1+2 Approach across all three authorities.

3. PROPOSALS

Perth and Kinross Council 2015-16

It is proposed that the following form the basis of next steps in ensuring readiness for 2020 full implementation of the recommendations:

- 3.1 A 1+2 Approach to be a feature of Education Services, LMG and school Improvement Plans.
- 3.2 In addition to the usual School Improvement Framework a formal audit process will be introduced to focus on reviewing progress of A 1+2 Approach at LMG and school level to ensure appropriate pace of change to meet full implementation of the recommendations by 2020.
- 3.3. To ensure that we have a fully trained workforce at all times we will undertake an ongoing Training Needs Analysis to inform the requirement of training developments and implementation.
- 3.4 Focussed discussion at each LMG regarding the provision of L3 in that once agreement has been reached this will be used to inform of both training and language resource requirements.
- 3.5 Undertake an evaluation of Culture and Community Services (Libraries) Community Storytelling pilot with the Crieff and Kinross LMGs to inform a phased roll out.

Tayside including Perth and Kinross 2015-16

- 3.6 Appointment of a further two PanTayside Staff Tutors to the Staff Tutor Team to:
 - build capacity in teaching staff PanTayside to deliver A 1+2 Approach by supporting with curriculum development as well as providing training and language resources;
 - develop a sustainable PanTayside online language platform for more than one modern language to support delivery of L2 and L3 and ensure opportunities for diversification and choice for the learner.
- 3.7 Analysis of the data from the ongoing baseline evaluation by Dundee University will be used to inform of both the effectiveness and next steps of the PanTayside approach to the implementation of Language Learning in Scotland: A 1+2 Approach, 2016 and beyond.

4 CONCLUSION AND RECOMMENDATIONS

4.1 It is recommended that the Committee:

- (i) Notes the Scottish Government's manifesto commitment to a new norm for language learning and subsequent recommendations of the National Languages Working Group;
- (ii) Notes the work that has been undertaken and approve that which is proposed in Perth and Kinross LMGs and Schools to ensure 2020 readiness of the Scottish Government's Language Learning in Scotland: A 1+2 Approach;
- (iii) Notes the joint work that has been undertaken and approve that which is proposed with Angus Council and Dundee City Council to implement recommendations of the National Languages Working Group; and
- (iv) Instructs the Executive Director, (Education and Childrens' Services) to bring back an update report to this Committee in Autumn 2016.

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Approved

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John Fyffe	Executive Director	16 April 2015

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	Yes
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan / Single Outcome Agreement

1.1 This proposal relates to the delivery of the Perth and Kinross Community Plan/Single Outcome agreement on terms of the following priority:

- (ii) Developing educated, responsible and informed citizens

It does so by seeking to improve the skills for work of our young people.

Corporate Plan

1.2 This proposal relates to the delivery of the Council's Corporate Plan in terms of the following priority:

- (ii) Developing educated, responsible and informed citizens;

It does so by seeking to improve the skills for work of our young people.

1.3 This proposal also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Learning: Realising Potential

2. Resource Implications

Financial

- 2.1 The Scottish Government has provided a total of £9m across all 32 Councils to support the establishment of the '1+2' language learning model, £4m in 2013-14 and £5m in 2014-15. On 20 March 2015, the Scottish Government announced a further allocation of £7.2m for 2015-16.

Section 2.12 of this report makes reference to the PanTayside partnership, established to maximise resources. Appendix 4 attached to this report shows the detailed breakdown of the financial information in relation to the PanTayside Strategy.

As shown in appendix 4, the total budget allocated to date from the Scottish Government, for all three local authorities areas combined is £677,513. The projected spend to date, up to and including 31 March 2015 is £460,593. The balance of this will be carried forward to 2015-16.

Workforce

- 2.2 The Corporate Human Resources Manager has been consulted in the preparation of this report and at this point there are no workforce implications arising.

Asset Management (land, property, IT)

- 2.3 There are no land and property implications arising from this proposal.

3. Assessments

Equality Impact Assessment

- 3.1.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.
- 3.1.2 An Equality Impact Assessment has been carried out for this proposal which is predicated upon the assumption of inclusion for all. Schools will implement proposals within the existing Council and Government policy frameworks in this area.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

This proposal has been considered under the Act and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. In terms of the Climate Change Act, the Council has a general duty to demonstrate its commitment to sustainability and the community, environmental and economic impacts of its actions.

Following an assessment using the Integrated Appraisal Toolkit, it has been determined that the proposal highlights no significant implications for sustainability.

Legal and Governance

- 3.4 There are no legal implications arising from this proposal.
- 3.5 The Head of Democratic Services has been consulted.

Risk

- 3.6 Risk and controls for this proposal are covered by the ECS Risk Profile 2014/15, in particular "risk number 1": There is a risk that we fail to deliver on Curriculum for Excellence (CfE).

4. Consultation

Internal

- 4.1 In the development of the proposal the following people and groups have been consulted and asked to make comment:
- representation from all schools through the locality based forums;
 - cross sector representation to include teaching staff and Senior Management Teams;
 - Short Life Working Group comprised Crieff Local Management Group Pilot; and
 - Short Life Working Group comprised of JNCT and Education and Children's Services staff.

The following people and groups were sent a copy of the report and asked to make comment:

- Early Years and Primary Divisional Management Team (School Improvement Services);
- Head of Education Services (Secondary and Inclusion);

- Quality Improvement Officers for Inclusion;
- Education Services' Senior Management Team; and
- Leader of the teachers' side of JNCT.

External

- 4.2 The [PanTayside Strategy](#) and Perth and Kinross proposals to ensure [2020 readiness](#) (Appendix 3) have been sent to Education Scotland for review and comment.

5. Communication

- 5.1 A [PanTayside Communication Plan](#) has been developed as part of the implementation planning for A 1+2 Approach and is regularly monitored.

2. BACKGROUND PAPERS

The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report: the Scottish Government's 2011 manifesto commitment to introduce a new approach to language learning in Scotland's schools based upon the European Union's '1+2' model:

<http://www.gov.scot/Topics/Education/Schools/curriculum/LanguageLearning>

The report of the Languages Working Group, set up by the Scottish Government, entitled, 'Language Learning in Scotland: A 1+2 Approach' <http://www.gov.scot/Publications/2012/05/3670/downloads>

3. APPENDICES

- Appendix 1: Perth & Kinross Audit of Primary Teacher Skill Set in Modern Languages;2013
- Appendix 2: Crieff Local Management Group Pilot Plan
- Appendix 3: Perth & Kinross '1+2' 2020 recommended milestones for 2020 readiness
- Appendix 4: Financial Information in relation to Perth and Kinross 1+2 and PanTayside Strategy

2013 Audit of Primary Teacher Skill Set in Modern Languages

Language	%
French	65.9%
German	18.1%
Spanish	6.0%
Gaelic	4.4%
Mandarin	2.4%
Italian	1.6%
Polish	<1%
Portuguese	<1%
Russian	<1%
Ukrainian	<1%
Total no. language skills identified	249

Following the audit of modern language skills carried out in November 2013, it was found that French is the most commonly known language amongst primary school staff. Of the 249 identified language skills, nearly two-thirds (65.9%) indicated French as a known language. German was the second most known language (18.1%), followed by Spanish (6%).

The audit showed that amongst primary school staff, 10 languages are spoken to some level, with some staff being recorded as having skills in more than one language.

BLOCK	ACTIVITY	DEADLINE	ACTIONS/COMMENTS	TO BE COMPLETED BY WHOM
1	<ul style="list-style-type: none"> - INSET Initial Training for PowerLanguage Platform - Initial school visits to discuss support - Agreement on implementation of 1+2 Training (10 week CLPL course). Confirmed attendance <ul style="list-style-type: none"> - Identify nominees for attendance at additional (SCILT) twilight sessions. Thursday 29 Jan 2015 Embedding Language Thursday 26 February 2015 Exploring Resources in Language Learning Thursday 26 March 2015 Strengthening Literacy Skills in Language 	<p>26 September 2014</p> <p>Prior to October holidays 2014</p> <p>Nominees and chosen model to Caroline Gordon cgordon@pkc.gov.uk By 31 October 2014</p> <p>Responses to Caroline Gordon cgordon@pkc.gov.uk By 9th October 2014</p>	<p>Done</p> <p>Done</p> <p>LMG to agree model of allocation of 1+2 LMG trainers ie - 1 person per school model or - equitable representatives model from LMG to cover wide need. Further CLPL to enhance teacher skill set and confidence</p>	<p>1+2 Staff Tutor Team/Richard Tallaron</p> <p>Caroline Gordon</p> <p>LMG Head Teachers</p> <p>LMG Head Teachers</p>

BLOCK	ACTIVITY	DEADLINE	ACTIONS/COMMENTS	TO BE COMPLETED BY WHOM
2	<ul style="list-style-type: none"> - Communication for Parents/Carers (1 of 3) for launch of 1+2 - LMG school support visits to commence - 1+2 LMG Train the Trainer 10 week course to begin for nominated staff (venue TBC) (see block, 31/10/14 action) - Nominations for representatives on 1+2 pilot working group 	<p>3 November 2014</p> <p>Ongoing</p> <p>Names of staff submitted to Caroline Gordon cgordon@pkc.gov.uk</p> <p>By 10 November 2014</p>	<p>To ensure consistency and accuracy of the message, ideally LMG to agree simultaneous deliver.</p> <p>Agreed with individual LMG pilot schools</p> <p>Exact start date TBC post block one 31 October 2014 action</p> <p>LMG to agree on number/role of staff to represent LMG i.e. high school rep, teaching and non-teaching staff</p>	<p>Produced and circulated to each Crieff pilot LMG school – Caroline Gordon</p> <p>Circulated to staff/parents/carers - LMG pilot individual school</p> <p>Caroline Gordon – each LMG pilot school where agreed</p> <p>Training delivered by Pan Tayside 1+2 team LMG Head Teachers</p>

BLOCK	ACTIVITY	DEADLINE	ACTIONS/COMMENTS	TO BE COMPLETED BY WHOM
3	<ul style="list-style-type: none"> - Communication for Parents/Carers (2 of 3) to continually support launch of 1+2 1+2 pilot working group meeting -SCILT Twilight session 1 Embedding Language -SCILT Twilight session 2 Exploring Resources in Language Learning -SCILT Twilight session 3 Strengthening Literacy Skills in Language (see block 1 action deadline 9/10/14) - 1+2 LMG Train the Trainer 10 week course to end for nominated staff 	<p>12 January 2015</p> <p>Week of 12 January 2015</p> <p>Thursday 29 January 2015</p> <p>Thursday 26 February 2015</p> <p>Thursday 26 March 2015</p> <p>End of March 2015</p>	<p>To ensure consistency and accuracy of the message, ideally LMG to agree simultaneous delivery</p> <p>LMG Head Teachers to agree on date and inform those due to attend</p> <p>Attended by nominated staff member(s)</p> <p>Attended by nominated staff member(s)</p> <p>Attended by nominated staff member(s)</p> <p>End date will depend on decision from LMG Head teachers in block one</p>	<p>Produced and circulated to each Crieff pilot LMG school – Caroline Gordon</p> <p>Circulated to staff/parents/carers-LMG pilot individual schools</p> <p>LMG Head Teachers Caroline Gordon to facilitate meeting</p> <p>Training delivered by SCILT and Caroline Gordon</p> <p>Training delivered by SCILT and Caroline Gordon</p> <p>Training delivered by SCILT and Caroline Gordon</p>

BLOCK	ACTIVITY	DEADLINE	ACTIONS/COMMENTS	TO BE COMPLETED BY WHOM
4	<ul style="list-style-type: none"> - Second Training for Power Language Platform - Communication for Parents/Carers (3 of 3) to continually support launch of 1+2 - 1+2 pilot working group meeting - Pilot 1+2 evaluation 	<p>Before Easter hols 2015</p> <p>27 April 2015</p> <p>Date agreed at first working group meeting</p> <p>By end of session 2014-2015</p>	<p>Content of session and date to be agreed by LMG in conjunction with working group</p> <p>To ensure consistency and accuracy of the message and ideally LMG to agree simultaneous delivery</p> <p>Will involve ie focus groups and questionnaires with pupils, staff and parents/carers</p>	<p>Training delivered by Pan Tayside 1+2 team 1+2 Staff Tutor Team/Richard Tallaron (LFEE)</p> <p>Produced and circulated to each Crieff pilot LMG school – Caroline Gordon</p> <p>Circulated to staff/parents/carers-LMG pilot individual schools</p> <p>Working group and Caroline Gordon Sandra McColgan LMG pilot staff reps LMG pilot parents/carer reps</p>

P1-S3

- A 1+2 Approach to Language Learning into School Improvement Plans session 2015-16.
- Primary school identify staff to participate in Pan Tayside Training sessions 2015-16 and weekly CLPL training (10 weeks).
- **LMGs agreement and submission of proposal for route chosen to deliver L3.**

P1-P2

- L2 delivery P1-P2 as a minimum.
- To evaluate improvements in performance, implement robust tracking to evidence progression in learning.
- **Primary schools to ensure readiness of delivery of two languages in terms of:**
 - 1 curriculum planning;**
 - 2 staff training;**
 - 3 resources.**

P5-S3

Where L3 is to be main language continued through the BGE it needs to be planned for in terms of resources and teacher CLPL in preparation for implementation in Primary 2017-18.

P1-P4

- L2 delivery P1-P4 as a minimum.

P5-S3

- **Delivery of L3 in breadth and depth where it is to be the main language continued through to BGE.**
- **Embedding of L3(s) where L2 is to be continued through to end of BGE as the main language.**

2014-15

2016-17

2018-19

2020 onwards

2015-16

2017-18

2019-20

P1

- L2 delivery at P1 as a minimum.
- All schools/LMGs to identify Modern Language Co-ordinators.
- All schools/LMGs to identify and develop a Communications Plan to ensure effective and timely engagement with parents/carers.

P5-S3

- **Detail the L3s to be taught given your chosen route.**

P1-P3

- L2 delivery P1-P3 as a minimum.

P5-S3

- **Where L3 is to be the main language continued through to BGE it needs to commence being studied in depth by this P5 cohort at minimum.**
- **Introduction of L3(s) in LMGs where L2 is to be continued through to end of BGE as the main language.**

P1-P5

- L2 delivery P1-P5 as a minimum.

P7-S1

- Cross sector collaboration built into LMG Improvement Plans to ensure progression from P7-S1 ensuring secondaries build on the Primary Language Learning to ensure progression into the BGE.

P5-S3

- **Embedding and ongoing evaluation of L3(s) to P5-P7 and where introduced S1-S3 in LMGs where L2 is to be continued through to end of BGE.**

1 + 2 Languages PanTayside Partnership - Financial Information**Appendix 4**

	Budget		
	2013-14	2014-15	Total
PKC	£105,619	£132,292	£237,911
DCC	£103,973	£131,170	£235,143
Angus	£91,327	£113,132	£204,459
Total	<u>£300,919</u>	<u>£376,594</u>	<u>£677,513</u>

	Expenditure		
	2013-14	2014-15	Total
Total	<u>£132,457</u>	<u>£328,136</u>	<u>£460,593</u>

	Underspend		
	2013-14	2014-15	Total
Total	<u>£168,462</u>	<u>£48,458</u>	<u>£216,920</u>

Note

The Tayside Partnership will be allocated a total budget from the Scottish Government of £542k in 2015-16. The balance of £216,920 will be carried forward to financial year 2015-16. This will create a total budget for 2015-16 of £758,920.

