

# East Lothian Council

## 1+2 Languages Strategy 2017 – 2019

### Purpose

The purpose of this paper is to outline East Lothian Council's strategy for the implementation of the Scottish Government 1+2 Languages policy in East Lothian schools. This strategy is developed around the 1+2 Languages recommendations and linked to the Scottish Government National Improvement Framework priorities:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### The National Context

The Scottish Government's wide-ranging report, *Language Learning in Scotland: A 1+2 approach* (2011) states in its foreword:

*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."*

The 35 recommendations made in this report were accepted by the Scottish Government, to be implemented by 2020. The most significant recommendation for all education authorities is that:

***All children should learn a second language (L2) in addition to their mother tongue (L1) from P1 and have experience of a third (L3) from P5 at the latest.***

The full report and recommendations can be found on the following link:

<http://www.scotland.gov.uk/Publications/2012/05/3670>

In 2016, the Scottish Government commissioned an evaluation of 1+2 Languages implementation led by the Association of Directors of Education (ADES). Key recommendations included:

- Enhanced sharing and inter-authority working
- The development of sustainable models of primary language learning
- Engagement with native speakers
- Strategic development of local, regional, national and inter-national partnerships
- Cluster level development to ensure progressive, joined up planning

The full report is available [here](#).

### National Support for Implementation

A range of support has been put in place nationally to deliver the 1+2 Languages policy by 2020/2021. This includes annual 1+2 Languages funding from the Scottish Government, devolved to all local authorities since 2013.

Ongoing support with all aspects of implementation, including resources and training, is provided through Scotland's National Centre for Languages (SCILT), the Confucius Institute for Scotland's Schools (CISS), Education Scotland and Bòrd na Gàidhlig.

## East Lothian's Vision for 1+2 Languages

- *Language rich learning experiences, which enhance and improve the life chances of our young people and support them to develop global mindsets and horizons.*
- *Outward looking young people who value and respect the languages and cultures of peoples and are engaged in meaningful language learning.*
- *A culture of valuing our own developing language skills and mother tongue(s).*
- *Communication at the heart of everything we do*

## Aims of the Strategy

The East Lothian 1+2 Languages Strategy aims to raise attainment and achievement and develop successful and confident learners through:

- The delivery of languages learning that progressively develops children and young people's skills for learning, life and work and contributes strongly to the development of the four capacities of Curriculum for Excellence;
- The development and delivery of an effective, self-supporting and sustainable operational model for 1+2 Languages implementation in East Lothian, where class teachers lead the delivery of languages learning in schools and where local specialist expertise is deployed to support this;
- The provision of engaging, continuous, relevant and progressive learning experiences in Language 2 (L2) from the earliest stages of education and across the four contexts of the curriculum;
- The progressive teaching of an additional language (L3) from P5 at the latest until the end of the Broad General Education (BGE);
- The delivery of languages learning which is integrated into the daily life and work of the classroom and school;
- The development of learners' awareness, understanding and appreciation of other cultures and of their role as global citizens;
- Facilitating access to L2 and L3 native speakers to enhance and enrich languages learning and provide real and relevant contexts for learning;
- The development of learners' understanding and appreciation of the value and benefits of languages learning throughout the BGE;
- Ensuring learners have the opportunity and are actively encouraged to continue their L2 and L3 languages into the Senior Phase;
- Encouraging young people to gain national accreditation in languages in their own school or through consortia or other partnership arrangements;
- Effective working with a wide range of partners to enhance and extend language learning and teaching, widen access to native speakers, facilitate excursions and visits and develop and deliver opportunities for career long professional learning;
- Ensuring all practitioners are aware of and fulfil their role in the delivery of 1+2 Languages and are equipped to develop and extend language learning and skills;
- Building the capacity of practitioners in all sectors to develop appropriate skills and knowledge through career-long professional learning, supported by centrally coordinated support ;
- Actively seeking and promoting a range of funding opportunities to enhance and develop provision e.g. Scottish Government funding, Erasmus+ funding, scholarships;
- Engaging and communicating with stakeholders including parents and the wider community.
- Ensuring that learner voices have a key place and are listened to in planning and evaluations

## **ELC 1 + 2 Strategic and Operational Structure**

- Quality Improvement Team
- Development Officer
- Lead Teacher Network
- Subject specialists
- Primary Language Learning group
- Strategic focus groups
- Liaison and consultation with head teachers and teachers
- Learner focus groups

### **Cluster Planning**

- Effective cluster wide planning is key in the development of sustainable, progressive and consistent approaches to 1+2 Languages strategic development.
- Cluster planning structures support local ownership, consistency of languages taught and curricular programmes, joint working and sharing of resources.
- This cluster approach underpins improvement planning through self-evaluation

### **Resources**

ECL is committed to the development and provision of high quality learning and teaching resources in L2 and L3 languages.

To fulfil this commitment, over the implementation period, ELC officers and lead practitioners will:

- Create contextualised resources to support an integrated approach to languages learning across the curriculum;
- Support the identification and sharing of high quality resources and practice across schools;
- Develop or identify high quality ICT resources to support the delivery of 1+2 implementation in a range of languages;
- Develop a dedicated ELC Languages website

### **Career Long Professional Learning (CLPL)**

The ELC 1+2 Languages development model for teachers is designed to:

- Share the ELC 1+2 Languages strategy, rationale and aims;
- Share key messages about languages and the importance of languages learning;
- Make effective use of the locally-developed resources;
- Provide time for sharing practice, engaging in professional reflection, evaluating and forward planning;
- Provide upskilling opportunities for new staff
- Effectively self-evaluate outcomes and impact

### **Primary Language Learning (PLL) Courses**

An extensive range of flexible PLL courses, where the focus is the development of knowledge and understanding of the chosen language at different levels, is planned locally for practitioners. These are developed and delivered by teachers.

### **Partnerships**

Languages learning in East Lothian is developed, enhanced and enriched through a wide-range of successful partnerships, both local and national.

ELC will work jointly with key partners, including regional LAs, to implement 1+2 Languages through:

- Working together to develop resources and provide training for practitioners;
- Disseminating information on latest and best practice and developments locally and nationally;
- Providing languages immersion events for teachers and learners

- Developing and sharing practice and resources and providing career long professional learning;
- Developing new partnerships with parents for languages learning;
- Develop links with European regional partners and partner schools;
- Promote and provide information about funding available to support a range of partnership activities including job shadowing initiatives, teacher training and school exchanges and partnership projects;
- Promote uptake of languages and key economic and employability messages.

### **Communication and Promotion**

Communication and promotion at all levels is designed to highlight ELC's vision and strategy for 1+2 Languages learning for children and young people and to celebrate their successes.

Examples include:

- Briefings and reports to Heads of Service, senior leaders in schools and at cluster level;
- Use of Twitter and social media in line with ELC policy on this;
- The ELC Languages website
- Conferences and other events for practitioners;
- Engagement with parents.

### **Monitoring and Evaluation**

The monitoring and evaluation of the implementation of the ELC 1+2 Languages Strategy includes:

- Feedback from all stakeholders, including learners and parents, on the implementation of 1+2 Languages at cluster level;
- Standards and Quality Reporting and Improvement Planning (SQIP) as part of the annual cluster schools and of QIT self-evaluation processes;
- Reports and briefings to the Convenor, Committee and Director of Education, Children and Families, Heads of Service and other senior managers;
- Further self-evaluation in line with Scottish Government and other national requirements, for example returns to SCILT and CISS and to the Convention of Local Authorities (COSLA) and Bòrd na Gàidhlig.

1+2 Languages Development Officer  
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