

1+2 LANGUAGES POLICY IN THE SECONDARY SECTOR

Frequently Asked Questions from 1+2 roadshows for the secondary sector

Attendees at the events delivered by Education Scotland, ADES, SCILT and GTCS in May and June 2017 were asked to note down questions/issues they wished to raise regarding the implementation of 1+2 in secondary schools. The questions below represent the 31 most frequently asked and have been categorised under the headings **Entitlement, L3, Transition, Gaelic and General**.

ENTITLEMENT

- 1. Q: What is the precise definition of 'entitlement'? As long as entitlement is not compulsory, some staff and head teachers will continue to see it as an optional 'add on'.**

A: The central tenets of curricular guidance contained in Building the Curriculum 3 provide advice on entitlement: <https://www.education.gov.scot/Documents/btc3.pdf> Learning at least one modern language is an entitlement for all learners, including those with Additional Support Needs (ASN), as part of the broad general education (BGE). The 1+2 policy reinforces this, with L2 an entitlement to the end of the BGE. <http://www.gov.scot/resource/0039/00393435.pdf>

- 2. Q: Does the notion of entitlement provide a tool to stop the practice of pupils being removed from modern languages (ML) to go to the ASN department?**

A: All learners are entitled to language learning. Many teachers and learners report that literacy skills are improved through language learning. Pupils should not be extracted from MLs as a result of difficulties in developing literacy skills in particular.

- 3. Q: Can a pupil choose to discontinue with ML in S3, if ML has been placed into an option column?**

A: Pupils who have been learning an L2 within the 1+2 framework are entitled to continue to study the L2 to the end of the broad general education in secondary school, i.e. from S1-S3. As most young people would not have had a full experience of third level by the end of S2, it would therefore be inappropriate to make MLs an option at the end of S2.

THE SECOND ADDITIONAL LANGUAGE (L3)

- 4. Q: What is the point of the L3?**

A: The 1+2 policy describes a framework for language learning in Scotland based on the model used in the EU i.e. learning mother tongue + 2 additional languages from an early stage in primary school. Taking an L3 allows learners to build on the skills acquired through learning the L2; typically, learners can transfer a lot of the skills and knowledge gained from learning the L2 to the L3. Additionally, there has been a

significant and worrying decline over the past decade in the number of languages taken forward to SQA certification; it is hoped that earlier exposure to languages will ensure that our children and young people see language learning as a normal and important part of the curriculum and would wish to continue their language studies into the senior phase. Knowing more than one additional language, as well as knowing about more cultural norms, will allow them to engage with a globalised world and thereby enhance their future opportunities. It is worth revisiting some of the key aspects of the '1+2 Report and Recommendations' here, to examine the central tenets underpinning the policy:

<http://www.gov.scot/resource/0039/00393435.pdf>

"The Government's languages policy offers the opportunity to reflect on the development of Scotland as a diverse, complex, multicultural and multilingual nation. We, as a nation, should celebrate this diversity and the diverse languages in our midst. This diversity includes Scotland's own languages, Gaelic and Scots. The languages spoken increasingly in communities throughout Scotland offer schools and learners the chance to learn more about their own and other cultures. In taking forward a 1 + 2 policy, the Working Group is mindful that it is a policy which will only succeed if it brings benefits for all young people wherever they live in Scotland and whatever their social background." [Part One: Introduction, P.6]

5. Q: Can you provide a model that demonstrates L3 in S1-S3 without taking time from L2?

A: See the following link to case studies on the SCILT website - these provide curricular models where the provision of L3 time does not take time away from L2 provision:

<http://www.scilt.org.uk/A12ApproachtoLanguageLearning/Fromprimarytosecondary/tabid/2248/Default.aspx>

6. Q: What influenced the decision to change the necessity for progression in L3?

A: There has been no change in the requirement to provide a progressive experience in the L3; having listened to suggestions from primary colleagues, Education Scotland updated the guidance for L3 in October 2017, to allow primary schools to plan and deliver an L3 experience either as the same language from P5 to P7 or, provided that an L3 is a planned part of the curriculum at P5, P6 and P7, it may be introduced in a number of other ways, each of which will have particular benefits.

The full guidance on L3 can be found at:

<https://education.gov.scot/improvement/Documents/modlang12-L3-guidance0917.pdf>

7. Q: Can you clarify how L3 can become the L2?

A: For the L3 to become the L2 on entry to S1 in secondary school:

-the L3 in primary school has been delivered as a progressive experience, i.e. the same language in P5, P6 and P7;

- learners have reached second level in the L3, or are 'on the approach' to second level in the L3; and

-learners have decided that they want to continue to progress in the L3 in secondary school as opposed to continuing with the L2 from primary school.

For purposes of planning the secondary curriculum, the L3 would then become the learner's L2.

8. Q: Is end of P7 the only time when pupils have the chance to swap the L2 for the L3?

A: Yes. Learners need to have a progressive experience of language learning, in order to develop their confidence, ability and understanding of the L2. We know that successful language acquisition comes about through repeated exposure to the target language, in order to provide depth in the language studied. Exposure to various languages, taught only for short 'bursts' would not allow learners to make the progression they require to prepare them adequately for National Qualifications or for other future pathways in the language.

9. Q: Is it acceptable for secondary schools not to continue the L3 from primary in BGE if in primary it is not studied over P5-P7 as a continuum?

A: Yes. Likewise, primary schools are able to decide themselves which language(s) they can offer as L3. Ideally, young people in the secondary BGE would be able to revisit the L3 they had learned in primary school. The L3 language could thereafter be studied for certification purposes within the senior phase, based on learner choice.

10. Q: Is it acceptable for pupils to change their L2 at the end of S2 and take up a new language for S3? E.g. French in S1 and S2 as L2, Spanish in S3 as L2.

A: No. The reason lies in the central tenets of the 1+2 policy: young people are entitled to language learning in the L2 up to the end of S3. This provides a depth of experience which will enable learners to develop confidence and ability in all four skills within the L2 and help prepare them for National Qualifications in the senior phase.

11. Q: What kind of progression is expected within L3? Should learners be able to continue to a National Qualification (NQ)? Or is the progression only through BGE?

A: In terms of progression in the L3 language, a number of approaches are possible besides a full subject option. For example, during the broad general education, a new language could be taken forward through a carefully planned interdisciplinary approach, or through an elective or enrichment activity which runs for all or part of the session. Clarity on progression for L3 can be found on the National Improvement Hub (NIH) at:

- <https://education.gov.scot/improvement/documents/modlang12-l3-guidance.pdf>
- <https://education.gov.scot/improvement/documents/modlang12-l3-guidance1017.pdf>

12. Q : Why does the policy insist that pupils spend 3 years in primary being taught L3 by non-specialist teachers, then when they have the opportunity to be taught by specialists in secondary, they only have an entitlement to a masterclass, insert or elective at ‘some point’ in the BGE?

A: This is not meant to be limiting, but recognises that not all secondary school curriculum plans provide the option to study an L3 throughout the BGE in addition to the L2 and without ‘borrowing’ time from the L2. Again, it is worth looking at the policy recommendations here:

“All pupils in secondary schools have an entitlement to language learning throughout the broad general education. Young people learning languages are expected to experience the third level experiences and outcomes as part of their broad general education, under the umbrella of language study. The Working Group expects young people to continue with some form of language study in the L2 language up to the end of the broad general education, i.e. to the end of S3. In terms

of the L3 language, a number of approaches are possible besides a full subject option...These options should be introduced in a way that allows for genuine progression in L3; this would ideally be the third language children had learned in primary school.

The L3 language could thereafter be studied for certification purposes within the senior phase, based on learner choice. Such certification need not mean a full SQA course.”

13. Q: So L3 can be an inserted at any stage S1/S2/S3?

A: Yes. As long as the experience is progressive, covers all four skills and explores aspects of the culture of the country/countries where the language is spoken.

14. Q: Modern Languages for Life and Work (MLLW) can be accredited in S3 - is this not early presentation?

A: Because MLLW is an award and not a National Qualification, learners can be presented for this in S3.

NB: Schools should be wary of offering the MLLW award as a substitute for an S3 course which is based and planned around the experiences and outcomes and which allows learners to reach the appropriate curricular level.

15. Q: Can we do an insert of a different L3 in each year, S1, S2 and S3?

A: Yes. If this model can be supported in the department, provides enough time to allow young people to deepen their knowledge of the language and make connections between languages they learn and does not take time from the L2.

Ideally, there would be some sort of pathway for continuation in the senior phase. A model such as this would provide ideal preparation for the MLLW award.

16. Q: Does L3 need to be same one done at primary? All our associate primary schools study French L2 and Spanish L3 – how can we get German in to curriculum? We have expertise in the MLs department but feel disenfranchised by primary schools wanting to do Spanish as L3.

A: Where primary schools offer the same L3 throughout P5, P6 and P7, i.e. to second level, or on the approach to second level, it makes sense for the secondary school to offer to continue that same L3 within the BGE, with a pathway to NQs in senior phase – this opens up opportunities for young people to increase the number of languages they can study from a solid foundation. This model may highlight that there are primary staff are trained and confident enough to deliver Spanish as an L3, which is to be welcomed. It may be the case that the secondary school can offer a choice of L3 in the BGE as Spanish or German, with clear pathways in the senior phase, in order to build up numbers taking German.

TRANSITION

17. Q: How do we plan for progression when a significant number of pupils come from outwith catchment and have a different L2 to the rest of the cohort?

A: Larger modern languages departments may well be able to provide more than one L2 from S1 onwards, which may allow for learners to continue with the L2 they bring with them from their non-catchment primary school. It might also be the case that the secondary school can liaise with the primary schools whose pupils come from outwith catchment and agree on an L3 approach which would allow those pupils to

continue with a language they had already experienced at primary school on entry into S1. Ultimately, however, the modern languages department is obliged to continue the L2 agreed across the cluster. If this is different from the L2 a young person was learning at a primary school outwith the cluster, the young person would have to learn the L2 'ab initio' on entry into secondary school.

18. Q: Our cluster primary schools are refusing to let us in: what can we do?

A: Each ASG/cluster group needs to have a primary colleague involved with the secondary modern languages department, as well as secondary specialist who links with the cluster primary schools – this breaks down the barriers. Clear communication between primary schools and the secondary modern languages department is essential, if we are to ensure that learners are developing the skills they need for successful language learning. Secondary school departments need to know the level of language taught in the primary school, so that they can plan for a continuous language experience, and are not repeating topics already covered at primary school.

19. Q: Cluster primary schools want to set an L2/3 we don't teach at secondary level- what do we do?

*A: The L2 has to be agreed -and planned for -across the cluster: primary schools cannot choose to teach an L2 that has no progression in to the secondary school. Primary schools **can** choose to teach an L3 which might not be continued in secondary schools, however.*

GAELIC

20. Q: In a Gaelic medium school is the L1 language Gaelic or English?

A: Gaelic is the L1, English is the L2 and the modern language (French, Spanish, German, Italian, Urdu, Mandarin or Cantonese) is the L3. Some GME schools offer a second modern language, sometimes known as L4.

21. Q: Politically, if Scotland wants to be a player on the international stage, then surely we need to concentrate on world languages rather than indigenous languages, such as Gaelic?

A: There is much research to show that language learning supports cognitive development – which is proven to help general attainment regardless of language taught. There is space to offer an indigenous language and a world language if LA choose to do so. Gaelic education is a key element of Scotland's National Plan for

Gaelic, therefore, for some LA, Gaelic will be a substantive part of their languages provision. For others, consideration will be given to Gaelic for Learners.

GENERAL

22. Q: Why can't S3 pupils who thoroughly dislike their L2 drop it and take a different language? The only obstacle is the L2 policy – pupils must continue with L2 even when they would prefer another language.

A: Disliking a subject can often be subjective and temporary; taking a modern language to the end of the broad general education i.e. to the end of S3 is an entitlement for all learners and as such it allows learners to deepen their language skills and hopefully prepare them to continue with language learning into the senior phase. See also the answer to Q.10

23. Q: How can primary staff learn in a language in just a few sessions?

A: Developing teacher capacity is essential to the success of this policy. There has been significant work undertaken within LA and across regional consortia to ensure primary teachers are equipped with the skills and competences required to be teachers of languages. It remains the Scottish Government's aspiration that all primary teachers will be teachers of language and this will have future implications for Initial Teacher Education (ITE), as current provision is varied. It is not a question of learning a language in a few sessions; the programmes developed by LA provide input on language and methodology, as well as ongoing support. The report 'Teaching Scotland's Future' (Donaldson Review) acknowledged that teachers increasingly require specialist knowledge in a number of areas, including modern languages, in order to teach in the primary school. Delivery of the 1 + 2 policy will require teacher education providers to review current provision, while schools and LA will need to review and build on the strengths of their current CLPL programmes. The form this takes varies from one LA to another.

24. Q: What can be done if there are no 1+2 officers in some authorities?

A: LA are encouraged to work collaboratively to support the building of teacher capacity and that can include sharing support across LA. Each LA has received funding and collaborative solutions are already being implemented in, for example, Northern Alliance, Pan Tayside and around the Edinburgh and Glasgow hubs. However, more is being done to ensure most efficient and effective use of the

resources available for languages across the education system, including through strategic planning on a collaborative basis, within or across LA boundaries.

25. Q: What do we do if our cluster primary schools refuse to get on board?

A: Implementation is planned for 2021. There is an expectation that all schools across Scotland are preparing for implementation since the members of the National Implementation Group agreed to this policy in 2012-13. CoSLA, representing LA, and ADES, representing the Directors of Education, are both members and sit on the National Implementation Group. 1+2 language policy is a planned strategic and joined up ask, fully connected with, and complementary to, other aspects of curriculum development work including attainment, DYW and GIRFEC. This policy also has cross party support in Parliament. All primary schools should be working with their associated cluster group to develop teacher capacity, to agree the L2 and decide on approach to L3.

26. Q: is there an expectation that 1+2 must be in all School Improvement Plans (SIP) in primary schools?

A: There is an expectation that aspects of 1+2 implementation would be on the SIP of each primary at some stage during the period up to 2021.

27. Q: What factors dictate the choice of language?

A: The choice of language at L2 and L3 will often depend upon local context and circumstances. There is no hierarchy and we expect that over time, and as teachers become more confident, schools will choose a wider range of languages especially for L3. Continuing to engage with our nearest neighbours in Europe is likely to remain a priority for young people in Scotland. Learning French, German, Italian and Spanish will continue to have an important place. New economies of the future may also be taken into account – as Scotland has already started to do by encouraging the promotion of Chinese.

28. Q: How should we overcome the barrier that the primary curriculum is already full?

A: The innovative work carried out at various pilot primary schools showed how early access to language learning can become part of the children's and the school's routine. This builds on children's natural curiosity and allows them to explore sounds, using songs and rhyme. Primary teachers can reinforce the additional language across the curriculum and not just during the time allocated to formal language teaching. For further information, take a look at the videos from Melrose Primary

School : <https://education.gov.scot/improvement/learning-resources/A%201%20plus%202%20approach%20to%20modern%20languages>

Learning should be made available in a range of ways including interdisciplinary learning and a range of opportunities which ensure a broad approach. The reality is that we live in an increasingly interconnected, globalised world – where people travel widely for jobs and leisure, and speak several languages. Scotland is already a diverse, complex, multicultural and multilingual nation. We are doing our learners a great injustice if we do not prepare them for this world.

29. Q: We feel pulled in different directions. Primary embedding, transition between primary and secondary school and now languages to the end of S3 – how do we prioritise?

A: Language learning contributes to improving literacy, numeracy, employability and health and wellbeing, all as part of our shared vision for Scottish education to deliver excellence through raising attainment and achieving excellence and equity across the system. Effective curriculum models, inter-disciplinary learning and clear learner progression and pathways for language learning are essential to the success of our languages policy.

30. Q: It is unfair to expect primary teachers to teach an area they are not comfortable with and if they aren't happy teaching certain subjects, this negativity tends to spread to the pupils - how to counteract this?

A: We acknowledge that this policy requires a generational change and that the upskilling of teachers will continue long beyond 2021. In order to ensure the sustainability of the policy, teachers require to have access to high quality professional development in languages pedagogy, and to upgrade their language skills and knowledge both early on in their careers and as necessary at other points. The members of the Implementation Group work with schools, LA, Initial Teacher Education Institutions and the General Teaching Council for Scotland to review and build on the strengths of current programmes. There are also other solutions such as use of modern language assistants, digital solutions and the use of the specialist teacher to support discrete language acquisition. In the video clips on the NIH (link below) class teachers work on embedding language learning in the routine of the class ; not all are confident speakers of the target language, but use resources to support their use of language and to develop the confidence of their classes:

<https://education.gov.scot/improvement/learning-resources/A%201%20plus%202%20approach%20to%20modern%20languages>

31. Q: I am more concerned about primary pupils' knowledge of 'the 3 Rs' rather than their L2 and L3 – how does this policy help improve these skills?

A: Language learning contributes to improving literacy, numeracy, employability and health and wellbeing. It is our vision for the Scottish education system to deliver excellence through raising attainment and achieving equity and language learning will support that. It is the responsibility of schools and their partners to bring the experiences and outcomes, together and produce programmes for learning across a broad curriculum, covering all curricular areas. There is more on the positive connections between language learning and literacy skills here:

<http://www.scilt.org.uk/LearnersParents/Parentleaflet/tabid/1875/Default.aspx>