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Language learning in Scotland, a 1+2 approach

The journey towards implementation by 2021

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For Scotland's learners, with Scotland's educators

Some reflective questions: approaches to improvement

- Where in children and young people's experiences of 1+2 do we find the school vision, values and aims?
- Does school improvement planning take account of 1+2? How is impact measured?
- What professional learning, including collaborative activity, do teachers have access to, in order to deliver high-quality experiences?
- Throughout the broad general education, to what extent are teachers engaging with the modern languages Benchmarks to gain an understanding of standards?
- In what ways do schools work collaboratively with other primaries in clusters and associated secondary schools to plan a coherent 3-18 experience?

Some reflective questions: learning and teaching

- Do children and young people have regular access to learning, hearing and using a modern language/ languages?
- Are the contexts/ themes/ topics relevant, interesting and appropriate to age and stage?
- How well does children and young people's learning connect, applying and building on what they have learnt in previous lessons?
- Are there elements of repetition?

Some reflective questions: curriculum and progression

- How well does the curriculum develop children and young people's skills - listening and talking, reading and writing - in a holistic manner?
- To what extent does the curriculum help children's and young people appreciate the social, economic, cultural, environmental, historical, linguistic and vocational benefits of learning a modern language?
- How well is the curriculum structured to enable children and young people to make and sustain good progress in language learning?
- How well is ongoing and periodic assessment used to help children and young people know how well they are progressing?
- How well is the curriculum structured to lead to the achievement in L2 of second level* by the end of P7? And third level by the end of the broad general education*?
- * as appropriate

Some reflective questions: transitions

- How are schools planning for transition and continuity in learning between and across stages?
- How effectively is the design of the secondary broad general education curriculum enabling progression for L2 from primary and enabling young people to experience L3?
- How well is learning, teaching and assessment in S3 preparing young people for a progressive transition into the senior phase? What steps are being taken to ensure that awards and National Qualifications in modern languages are an attractive option in the senior phase?

What will inspectors be looking for?

- In primary schools a progressive framework from P1-7 for L2.
- Language learning embedded into the school day from around October in P1 onwards. Short discrete lessons in the modern language are appropriate at this stage.
- At the later stages of primary school, children (as appropriate to their needs) should experience high-quality, direct language learning at second level.
- The introduction of a second additional language (L3) from P5 or earlier. In the best cases, the school has already introduced L3, or the planning for delivery of L3 is at an advanced stage.
- All young people in secondary schools will study a modern language (L2) from S1-S3, up to and where relevant, beyond third level.
- In secondary schools during S1 to S3, young people should be introduced to a second additional language (L3).
- The L3 should be delivered in addition to, and not at the expense of, the L2.



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