

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

23 JANUARY 2014

Report by Director of Education

DRAFT POLICY ON LANGUAGE LEARNING: A 1+2 APPROACH

**PURPOSE**

1. To seek elected member approval for the draft policy on Language Learning in East Renfrewshire based on A 1+2 Approach (Appendix 1).

**RECOMMENDATION**

2. Education Committee is asked to:

- a) approve the draft policy on Languages Learning in East Renfrewshire based on A 1+2 Approach; and,
- b) instruct the Director of Education to implement the policy.

**BACKGROUND**

3. East Renfrewshire's schools have implemented an approach to learning and teaching a modern language since 2001 - 2002 when it published its own response to *Citizens of a Multilingual World (Scottish Executive Dec. 2000)*. Following this clusters planned for the implementation of the working group's recommendations and French was introduced to all prefive and primary schools. This ensured there was a progressive and cohesive approach to learning an additional modern language from nursery through to national qualifications in secondary school.

4. The Scottish Government's Languages Working Group published a report and recommendations in May 2012. The report brought forward far reaching recommendations with the purpose of establishing a new model for the learning and teaching of languages in Scottish schools for years to come. It describes a framework for language learning in Scotland based on the mother tongue + 2 additional languages model as recommended by the European Union and adopted in many countries in Europe and beyond. The Scottish Government's recommendations can be found in Appendix 2 to this paper.

5. In school session 2012 – 2013 the Quality Improvement Team reviewed the quality of learning experiences in Modern Languages in East Renfrewshire's schools. The review made a number of recommendations to improve which will be taken forward by the authority, clusters and individual schools. The executive summary of the review is included as Appendix 3.

## **REPORT**

6. In August 2013 a working group was established to consider the recommendations of the Scottish Government and the Council-wide review. The draft policy (Appendix 1) is the product of the group.

7. The policy builds on the existing strengths of practice and policy in East Renfrewshire and seeks to continue to teach an additional language (L2) (French) from nursery through to secondary school and meets the entitlement for all children and young people to learn all experiences and outcomes to the end of Level 3, which in East Renfrewshire's schools is at the end of S2. Therefore, learners' entitlement to L2 is already met in full.

8. It also recommends that a third language (L3) be introduced to primary pupils at Primary 5 – 7. The group has recommended which language will be introduced based on the existing skills of staff in primary schools and will be able to be continued in secondary school.

9. At present all pupils in the senior phase have access to study more than one modern language at National Qualification level, either in their own school or in another East Renfrewshire school. In some schools, three or even four modern languages are offered in the senior phase.

10. Given approval by elected members and acceptance of the direction of travel by schools and clusters, implementation of the recommendations will be initiated in February 2014.

## **CONSULTATION**

11. Initial discussions have been undertaken at head teacher meetings. They have been asked to consider the working group's recommendations in their clusters and report back to the working group chair to allow the policy to be finalised and issued.

## **FINANCIAL AND EFFICIENCY IMPLICATIONS**

12. The Scottish Government has made additional funding available in the current financial year. East Renfrewshire's share of the £4.0m national funding is approximately £92,000 and the Government has recently confirmed that this level of funding will continue to be made available in 2014 – 2015. It is expected that the funding will also be made available in 2015 – 2016.

13. The working group has made proposals for the allocation of the additional funding in paragraph 4.9 of the draft policy.

## **RECOMMENDATION**

14. Education Committee is asked to:

- a) approve the draft policy on Languages Learning in East Renfrewshire based on A 1+2 Approach; and,
- b) instruct the Director of Education to implement the policy.

Mhairi Shaw  
Director of Education  
23 January 2014

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Local Government Access to Information Act 1985

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Background Papers

Language Learning in Scotland A 1+2 Approach, Scottish Government Languages Working Group Report and Recommendations  
Scottish Government, May 2012

Key Words

Learning Languages: A 1 + 2 Approach  
East Renfrewshire Draft policy

EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT  
A POLICY FOR LANGUAGE LEARNING IN EAST RENFREWSHIRE  
BASED ON A 1+2 APPROACH  
**(DRAFT)**

DECEMBER 2013

## 1. INTRODUCTION

In its 2011 manifesto, the Scottish Government made a commitment to introduce the 1+2 approach to language learning, recommended by the European Union, as the norm for language learning in Scottish schools. This is an approach to language learning based on the mother tongue plus two additional languages. In May 2012, the Scottish Government languages working group published a report and recommendations for the introduction of this 1+2 approach to language learning. The recommendations contained in its report form the basis of this (draft) policy.

An East Renfrewshire Council working group was established in August 2013 to examine the recommendations contained within the Scottish Government report and to consider a strategy for the introduction of its recommendations in East Renfrewshire schools. The membership and remit of this working group are included as Annex 1.

It is important to note that this policy is the starting point for East Renfrewshire as we implement the national commitment. The Scottish Government has an expectation that the policy will be fully implemented by 2020 and although the timescales set out in this document will allow East Renfrewshire to implement a 1+2 approach earlier than this, it is expected that we will keep this development under review, continue to learn from best practice across the country and share such to ensure learning modern languages is an experience which children and young people enjoy, build their skills in and attain at the highest possible level.

## 2. KEY MESSAGES OF THE SCOTTISH GOVERNMENT'S RECOMMENDATIONS

In preparing a strategy to ensure the successful introduction of the policy in East Renfrewshire schools, the group focussed in particular on the following aspects of the recommendations contained within the Scottish Government's report:

- Children should be offered access to an additional language from Primary 1 (L2)
- A second additional language (L3) should be introduced no later than Primary 5
- There should be regular planned exposure to L2 and L3
- There should be articulation and progression from primary to secondary, particularly in L2
- Language learning should be recognised as an entitlement for all young people to the end of their broad general education in S3
- Schools should provide opportunities for pupils in the senior phase to study more than one modern language to the level of a National Qualification

### 3. EXISTING STRENGTHS AND COVERAGE OF THE RECOMMENDATIONS

A recent review of modern language provision across the seven East Renfrewshire clusters highlighted the commitment of staff to the delivery of the modern languages curriculum and the positive view of learners. An audit of language knowledge among primary teaching staff also revealed significant expertise in all clusters in a number of different languages. This commitment to languages and existing expertise will facilitate the introduction of L3. A summary of the language expertise of primary staff is contained in Appendix 2.

All children in East Renfrewshire schools receive regular planned exposure to an additional language (French) from Pre-5 to S2. Almost all pupils continue with French to National Qualification level in S4. Their entitlement to L2 is, therefore, met in full.

All pupils in the senior phase have access to the study of more than one modern language at National Qualification level, either in their own school or in another East Renfrewshire school. In some schools, three or even four modern languages are offered in the senior phase.

### 4. PROPOSALS FOR IMPLEMENTATION OF THE REMAINING RECOMMENDATIONS

#### 4.1 FIRST FOREIGN LANGUAGE

French will remain the first foreign language delivered across all East Renfrewshire clusters from Pre-5 to S4. This allows us to build on existing good practice and offers sustainability and consistency of experience. (A small number of pupils may continue to be withdrawn from a modern language in secondary schools in exceptional circumstances).

The recent review of modern languages also identified the need for existing teaching resources to be refreshed to meet the expectations of *Curriculum for Excellence*. The Quality Improvement Officer with responsibility for this curricular area will set up a working group to undertake this work early in 2014. In session 2014-15 on-going resource development work will be coordinated by the Development Officer.

Delivery of L2, training of staff and development of resources will all be supported by the appointment of Foreign Language Assistants.

#### 4.2 SECOND FOREIGN LANGUAGE

A variety of L3 languages will be delivered across the seven East Renfrewshire clusters. Not only does this strategy offer a diversity and richness of experience, it also allows us to recognise and build on the existing language skills and interests of teaching staff identified in a recent audit (Annex 2). Importantly, the following model will allow for progression in L3 as pupils move from primary to secondary:

| <b>CLUSTER</b> | <b>L3</b> |
|----------------|-----------|
| Barrhead       | Mandarin  |
| Eastwood       | Spanish   |
| Mearns Castle  | Mandarin  |
| St. Luke's     | Italian   |
| St. Ninian's   | Mandarin  |
| Williamwood    | Mandarin  |
| Woodfarm       | Spanish   |

#### 4.3 DELIVERY OF L3

L3 will be delivered from P5 to P7 in a curricular block of approximately six to eight weeks each session. The focus will be on both language and culture and should, where possible, be linked to another aspect of the curriculum. Secondary schools will ensure progression by providing further exposure to the language and culture of L3 during the broad general education.

Mandarin will be delivered by a visiting specialist teacher. In primary schools, other L3 languages will be delivered by the class teacher supported by centrally produced resources and training (see below). In secondary schools, L3 will be delivered by a subject specialist.

#### 4.4 RESOURCES

East Renfrewshire teachers will be commissioned to produce teaching resources to support the delivery of L3 in both Spanish and Italian. In each case, one secondary specialist and one primary specialist will work together to prepare high quality resources which focus on aspects of both language and culture. A specialist teacher of Mandarin and a primary colleague will also be commissioned to prepare a teaching programme and resources to support the delivery of Mandarin. These commissioned materials will be presented to relevant teachers of P5, P6 and P7 classes at a training event in August 2014.

#### 4.5 PROVISION OF CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Initial and refresher training in French will continue to be offered to all staff in Pre-5 and primary schools who wish it. It is anticipated that all primary staff will have been offered appropriate refresher training in L2 by June 2015. Much of this training will continue to be delivered 'in house' by East Renfrewshire teachers from both primary and secondary schools, but use may also be made of external training providers such as universities and cultural organisations. Delivery and coordination of training will be supported by the secondment of a part-time (0.5 FTE) Development Officer.

Teachers of P5, P6 and P7 classes in clusters where L3 is Spanish or Italian will attend a half-day training event (scheduled to take place during one of the two in-service days in August 2014). At these events, the staff commissioned to develop L3 resources will provide training and advice on the delivery of the materials. Part of their role will also be to provide on-going advice and support to staff as they deliver L3 for the first time during the six-week curricular block in session 2014-15.

Further training events will be scheduled in each of the two following sessions to provide both refresher training in L3 and support in the delivery of the remainder of the L3 primary curriculum as it is rolled out.

#### 4.6 DEPTH OF LEARNING

It is not anticipated that the depth of learning in L3 will be comparable to the depth of learning in L2. It is important to note, however, that there is an expectation that learning will go beyond the level of simple wordlists and that courses in L3 will be developed which enable pupils to manipulate language and produce extended sentences in simple contexts.

#### 4.7 ASSESSMENT AND MODERATION

It is not proposed that L3 should be assessed at this stage.

Work is already ongoing with regards to assessment and moderation of L2 at school and cluster levels. This will continue to be built upon as teaching staff develop their skills in sharing and agreeing the standard of work against the experiences and outcomes as set out in national guidance.

#### 4.8 QUALITY ASSURANCE

The Chair of the strategic group and the QIO will be responsible for ensuring the successful implementation of the policy. Quality assurance in session 2014-15 will focus, in particular, on the confidence of staff who deliver L3, the usefulness of the resources, the learners' experiences and the scope for meaningful progression. The Chair of the strategic group and the QIO will visit primary schools during May 2014 and June 2014 to conduct staff and pupil focus groups and to sample teaching plans and pupils' written work.

#### 4.9 FUNDING

Funding from the Scottish Government of approximately £92,000 per annum has been guaranteed for a minimum of three years. It is proposed that the funding be used as follows in 2014 - 2016:

|   |
|---|
| Six Foreign Language Assistants (five French and one Spanish) to be engaged to support the delivery of L2 and L3 across seven clusters<br>£57,000 |
|---|

|   |
|---|
| Salary costs of teacher of Mandarin (part-funded by Chinese Ministry of Education)<br>£19,000 |
|---|

|   |
|---|
| Salary costs of seconded Development Officer (0.5 FTE)<br>£19,000 |
|---|

|  |
|--|
| On-going training and resource development<br>£5,000 |
|--|

|   |
|---|
| <b>Total annual cost</b><br><b>£100,000</b> |
|---|

Funding already received in 2013 - 2014 from the Scottish Government will be used to develop resources and provide training in both L2 and L3. Permission will be sought from the Director of Finance with regards to carrying forward the balance of this funding to go towards meeting the modest shortfall anticipated in the next two sessions.

#### 5. CONCLUSION

By implementing the measures detailed above, East Renfrewshire Council will have ensured that all learners have been exposed to two additional languages during session 2014-15, well ahead of the Scottish Government's target of implementing its recommendations over the course of two parliaments. A summary of the proposed timescale for the introduction of East Renfrewshire Council's policy for language learning is given in the table overleaf:

| <b>Action</b>  | <b>Timescale</b>          |
|--|---------------------------|
| Commission new L2 resources (French)                         | January - March 2014      |
| Provide initial and refresher training in L2                 | ongoing                   |
| Commission L3 resources in Spanish, Italian and Mandarin     | January - June 2014       |
| Appoint seconded Development Officer (0.5 FTE)               | June 2014                 |
| Provide training in L3 for teachers of P5, P6 and P7 classes | August 2014               |
| Appoint permanent teacher of Mandarin                        | August 2014               |
| First delivery of L3 to all P5 - S3 classes                  | September 2014 - May 2015 |
| Initial evaluation of implementation of L3                   | June 2015                 |



**East Renfrewshire Council**

**Education Department**

**Modern Languages:  
Language Learning in Scotland: A 1 + 2 Approach**

**Strategic Group Remit**

**Group Membership**

Willie Inglis, Chair, Depute Head Teacher, Williamwood High  
Maureen Sneddon, Quality Improvement Officer  
Sheona Moore, Head Teacher, Hazeldene Nursery School  
Carlyn Hill, Head Teacher, St. Joseph's Primary School  
Julia Docherty, Principal Teacher, St. Ninian's High School

1. Starting in August 2013, arrange for an audit of current provision in Modern Languages to be completed. From audit identify assets in terms of staff qualifications and training needs.
2. Consider local and national recommendations in relation to Modern Languages learning in Scotland and East Renfrewshire.
3. Devise a long term strategy and shorter term action plan using current resources / those made available nationally and locally by December 2013. Share the strategy with local elected members through the Education Committee in January 2014 and with head teachers through HT meetings.
4. Commission a working group to implement the action plan. Monitor the implementation of the action plan and make recommendations for roll out to schools.

## Language Expertise of Primary Teaching Staff in East Renfrewshire Council

### **DELIVERY OF THE PRIMARY FRENCH CURRICULUM**

|  |            |
|--|------------|
| I deliver French to multiple classes   | 57         |
| I deliver French to my own class   | 98         |
| I have delivered French in the past  | 100        |
| <b>Total staff with experience of delivering the primary French curriculum</b> | <b>255</b> |

### **QUALIFICATIONS IN FRENCH**

|  |            |
|--|------------|
| MLPS Training  | 113        |
| French at Degree level                                   | 20         |
| French at SQA Higher level                               | 105        |
| <b>Total staff with a formal qualification in French</b> | <b>238</b> |

### **CONFIDENCE TO DELIVER A SECOND FOREIGN LANGUAGE**

|   |            |
|---|------------|
| German  | 58         |
| Italian   | 37         |
| Spanish   | 48         |
| <b>Total staff with confidence to deliver a second foreign language</b> | <b>143</b> |

### **QUALIFICATIONS IN A SECOND FOREIGN LANGUAGE**

|   |           |
|---|-----------|
| MLPS Training   | 16        |
| Degree level  | 19        |
| SQA Higher level  | 48        |
| <b>Total staff with a formal qualification in a second foreign language</b> | <b>83</b> |

**Language Learning in Scotland A 1+2 Approach  
Scottish Government Languages Working Group  
Report and Recommendations**

| No. | Recommendation   |
|-----|--|
| 1   | The Working Group recommends that schools offer children access to an additional language from Primary 1.  |
| 2   | The Working Group recommends that local authorities and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer. As part of this strategy, consideration should be given to teaching, modern European Languages, languages of the strong economies of the future, Gaelic and community languages of pupils in schools. |
| 3   | The Working Group recommends that the Scottish Government fund a number of pilot projects in 2012-13 on introducing access to language learning in primary schools from Primary 1 on a phased basis from 2013-14.  |
| 4   | The Working Group recommends that a second additional language (L3) be introduced for pupils at a later stage in the primary school. The time for introduction of the L3 language would be a matter for schools and Local Authorities to determine but no later than P5.   |
| 5   | The Working Group recommends that Education Scotland and Scotland's National Centre for Languages provide support for approaches to the introduction of the 1+2 policy including interdisciplinary working initially through support for piloting and trialling in schools.  |
| 6   | The Working Group recommends that there be regular planned exposure to L2 and L3 languages.  |
| 7   | The Working Group recommends that local authorities work with their schools to address the organisational and curricular issues arising from earlier access of learners to language learning.  |
| 8   | The Working Group recommends that primary and secondary schools work effectively together to ensure articulation between the sectors in terms of content, skills and approaches to learning and to enable effective transition, progression and continuity between P7 and S, particularly for the L2 language.   |
| 9   | The Working Group recommends that language learning be recognised as an entitlement for all young people through to the end of their broad general education, S1 to S3.  |
| 10  | The Working Group recommends that within the broad general education schools further develop the links between language learning and issues of employability and citizenship.  |
| 11  | The Working Group recommends schools develop language learning for L3 during the broad general education, choosing from a range of approaches including interdisciplinary working, and that these be piloted within the early stages of implementation.  |
| 12  | The Working Group recommends that the Content and Language Integrated Learning (CLIL), approach be further explored as an option in secondary schools.   |
| 13  | The Working Group recommends that local authorities ensure that their languages strategy (Recommendation 2) takes account of social deprivation challenges and of the different issues faced in urban and rural areas.   |
| 14  | The Working Group recommends Education Scotland lead on support for curriculum development in schools within the context of 1+2 policy.  |
| 15  | The Working Group recommends languages learning and development be supported by greater use of IT (including GLOW), social networking, media (e.g. subtitled foreign films, television, radio) together with the development of opportunities in areas such as theatre, song, e-twinning and international visits.   |
| 16  | The Working Group recommends that schools provide all young people with 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, whether in their own school or through cluster arrangements with other schools.  |
| 17  | The Working Group recommends that schools and local authorities ensure that young people have appropriate information on the value of learning languages to certificate level in terms of language and communication skills, employability and citizenship.  |
| 18  | The Working Group recommends that SQA keep under review the suite of languages offered at certificate level in light of 1+2 implementation.  |

| No. | Recommendation  |
|-----|---|
| 19  | The Working Group recommends that there be further engagement with the FE and HE sectors to look to develop the experience of language learning for students.   |
| 20  | The Working Group recommends that students undertaking a course of primary school teacher education have a languages qualification at Higher level, or equivalent (SCQF level 6) either on entering the course of initial teacher education or on its completion.   |
| 21  | The Working Group recommends that all students seeking to become teachers in primary schools undertake some study of the pedagogy associated with additional languages as part of Initial Teacher Education.  |
| 22  | The Working Group recommends that local authorities should provide regular opportunities for primary and secondary languages staff to work together and to undertake shared CPD opportunities.  |
| 23  | The Working Group recommends that universities work together as a consortium of university providers to support delivery of the 1+2 policy and that languages departments in universities play a greater role in working with schools subject to appropriate funding.   |
| 24  | The Working Group, with a view to informing planning and resourcing, as well as CPD needs, recommends that an audit of the number of primary school teachers who are MLPS or GLPS trained be undertaken along with collection of information on how many of those trained are currently engaged in teaching languages.              |
| 25  | The Working Group recommends that teachers with an interest and aptitude for languages teaching be supported in developing the range of languages in which they are qualified or trained to teach.  |
| 26  | The Working Group recommends that there be a national recruitment strategy and campaign aimed at encouraging the ablest of young people with requisite qualifications and an interest in languages to embark on ITE in language teaching in secondary schools and teaching which will involve language teaching in primary schools. |
| 27  | The Working Group recommends that Scottish Government and Universities work with local authorities, drawing on the work of the Teacher Workforce Planning Group, to adopt a detailed planning process for identifying the need for future numbers of language teachers.   |
| 28  | The Working Group recommends that GTCS promote improved professional standards in language teaching and encourage teachers to gain qualifications and accreditation in languages for example through raising awareness of professional recognition processes available to teachers  |
| 29  | The Working Group recommends that teachers continue to engage with the languages they are teaching through CPD, study, use of media and IT as well as through personal and professional engagement with native speakers of the languages which they teach   |
| 30  | The Working Group recommends that the appointment of Foreign Language Assistants are considered a key element of the work of the implementation of 1+2 and work on this be undertaken involving local authorities, British Council Scotland and Scotland's National Centre for Languages.   |
| 31  | The Working Group recommends that schools and local authorities consider the engagement by schools of other skilled and trained native speakers of additional languages to work under the direct and explicit supervision of the classroom teacher in schools.  |
| 32  | The Working Group recommends that EAL work and delivery is incorporated into local authority strategies for the 1+2 policy delivery in schools.   |
| 33  | The Working Group recommends further development of the links involving cultural organisations, local authorities, language communities and schools.  |
| 34  | The Working Group recommends that Scottish Government set up an Implementation Group charged with developing an Engagement Strategy to deliver the 1+2 languages commitment.  |
| 35  | The Working Group recommends that Scottish Government fully consider the resource implications for stakeholders supporting the introduction of the 1+2 languages policy and engage with COSLA to consider the case for making dedicated appropriate additional funding available to local authorities.                              |

**Modern Languages 3 - 18 Thematic Review  
October 2012  
Executive Summary**

***Aims, nature and scope of the review***

The rationale for this thematic review is set in a national context. *Curriculum for Excellence* provides a clear statement of the purposes to which the efforts of everyone involved in the education of children and young people in Scotland should be directed.

This review undertook to:

- evaluate the quality of learning experiences in modern languages in nursery, P1 to P7 and S1 to S6
- identify good practice
- identify areas for further improvement and support.

The review focused on:

- learning, teaching and assessment approaches
- the quality of learners' experiences
- continuity and progression in learning, including transition arrangements
- the impact of provision from early level onwards
- staff confidence, skills and knowledge in the delivery of Modern Languages.

In order to gather evidence the review team:

- observed and evaluated learners' experiences in 12 educational establishments, pre-five, primary and secondary, through 57 learning visits: 4 in pre-five, 26 in P1 to P7 and 31 in S1 to S6;
- conducted interviews with senior managers and modern language co-ordinators;
- conducted interviews with the cluster standing committees / representatives to take forward developments in modern languages;
- analysed online questionnaire returns from 3,251 P3-S6 pupils, and 55 from pre-five, primary and secondary teachers from across the authority;
- analysed uptake and attainment data S3-S6;
- convened focus groups of pupils working at P4 to P7 and S1 to S6;
- convened focus groups of staff working in pre-five and at P1 to P7 and S1 to S6; and
- took account of planning and assessment documentation.

***Key Strengths***

***Overall evaluation - Good***

- ✓ The hard work and commitment of all non specialist staff in the pre 5 and primary sectors to delivering effective learning and teaching in French.
- ✓ All schools were using the skills framework to plan learning, teaching and assessment.
- ✓ Overall learners' experiences were good to very good. A few lessons were excellent.
- ✓ Most pupils were engaged and motivated in learning a modern language.
- ✓ All staff shared learning intentions.
- ✓ In best practice, a range of learning and teaching approaches offered a good balance of active, direct teaching, pairs and group work.
- ✓ Within the more successful lessons pupils had a range of opportunities to listen to and speak in the language being taught.
- ✓ The planned learning experiences around the social, cultural and geographical aspects of language learning were impacting on pupil engagement and motivation.
- ✓ Foreign Language Assistants (FLAs) were effectively deployed and well used to support children and young people's language development as well as their cultural awareness.

- ✓ In almost all schools the display of pupils' work was very good and provided stimulating and motivating environments in playrooms, classrooms and open areas.

### **Key Recommendations**

#### **Schools**

- Schools should ensure that modern languages have a high profile in terms of pupil expectation, progression and future pathways.
- Schools should improve the consistency and quality of their use of learning intentions and success criteria to improve the quality of feedback and self and peer assessment.
- Schools should ensure that differentiation is well planned in order to meet the needs of all learners.
- Schools should ensure that pupils are challenged to increase the length, complexity and accuracy of oral and written responses.
- Pupils should have greater opportunities to apply their language skills in relevant and real-life contexts.
- Pupils should be given the opportunity to discuss their progress, how to improve their learning and agree their next steps.
- Staff should engage in assessment and moderation of learners' progress.
- ICT should be used more effectively to enhance learning and teaching.
- Secondary schools should ensure promotion of modern languages in order to increase the uptake.

#### **Clusters**

- Clusters should participate in assessment and moderation of language learning to ensure that learners continue to progress and be challenged.
- Clusters should improve further curricular transition arrangements to ensure continuity and progression in pupils' modern language learning.
- Clusters should give consideration to the opportunities homework offers to consolidate and reinforce modern language learning, skills development and greater independence in pupil learning.

#### **Local Authority**

- The authority, in partnership with its schools, should form a working group to review existing provision, content, resources, approaches to learning and teaching across sectors and CPD as appropriate. This group should also plan and develop the 1+2 strategy for modern language learning
- The Quality Improvement Service will work closely with schools / establishments and clusters to address the recommendations above.

The authority will disseminate the findings of the review and will share the good practices identified. The Quality Improvement Service will devise an action plan to address the recommendations outlined above and will work closely with schools across the authority to support them to make the necessary improvements to practice.