**Bearsden Primary School**

**1+2 POLICY**

January 2018

**1.0 Rationale and National Policy**

*‘Research evidence indicates that learning another language can foster a deeper understanding of one’s own language and can assist young people’s cognitive development in a variety of ways. These include enhanced mental flexibility, increased ability to deal with complexity, improved problem solving, greater learning capacity, an increase in interpersonal skills and improved academic achievement and attainment across a range of subjects. For example, research shows that children in Gaelic Medium Education also find learning another (third) language easier than children in English medium.’*

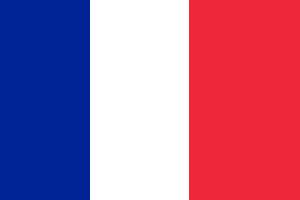
***Language learning in Scotland: a 1+2 Approach***

Learning a second additional language is a key element of the 1+2 Approach to Language Learning. The report states that all children should learn an additional language (L2) from P1 at the latest and that the policy should be fully implemented by 2020. **In Bearsden Primary School, the second language taught will be French and his will be studied from P1 to P7. From Primary 5 to 7 Spanish will be taught as a third language.**

Learning a further language will give additional opportunities to build on children’s literacy skills so that they develop a greater understanding of how language works. With the right approach, it will give children the confidence to learn other languages in the future.

To support this we will work closely with cluster schools to enable effective transition, progression and continuity between P7 and S1.

While some discrete teaching episodes of the language remain necessary, teachers in primary schools should include the use of the language as part of classroom routine and lessons each day.



**The following guidance aims to clarify the requirements of the teaching of languages in Bearsden Primary School**

**2.0**

* Continuity and depth of learning for the first additional language (L2) should be a priority. The third language will only include the introduction of a second additional language.
* The language learning experience in L3 will not be in the same depth as L2 but must be meaningful and build confidence in learning other languages. Planning for L3 should be set in a context with clear links to literacy and will enable learners to see connections between languages and the mother tongue.
* Language learning for L3 will be progressive and will build on skills and strategies in the significant aspects of language learning: talking, listening, reading and writing, along with knowledge of how language works, for all languages learned. Learners will learn sufficient vocabulary and knowledge of language to go beyond words and produce simple sentences.
* Secondary staff should be aware of the level of language skills developed by children during their time at primary school and build on these.
* While a cluster approach to language learning for L3 is being developed, language diversity in primary schools should continue to be recognised. It is important to value and celebrate community languages and explore other language opportunities such as Mandarin or Gaelic. Through learning additional languages, clear links can be made with literacy and global citizenship.
* In the initial phase, L3 should be a planned part of the curriculum at some stage in Primary 5, 6 or 7 and must go beyond lessons in culture, looking towards full implementation at P5, 6 **and** 7 by 2020. The key objective should be learning the language in the significant aspects of language learning; talking, listening, reading and writing, along with knowledge of how language works, for all languages learned.
* Staff with language skills should be used where possible. It is important to note that teachers do not need to be fluent speakers and it is acceptable for them to be language learners with their class. Making use of native and fluent speakers such as secondary languages specialists, Tianjin teachers, parents and ICT may be necessary and clusters should work together to share resources.
* Ideally the L3 will be a language taught in the cluster secondary school to allow for progression in language skills.
* Schools will choose to introduce L3 in a way which suits their own context.

**3.0 Roles and Responsibilities**

***3.1 The Education Service***

The Education Service recognises the key role of schools and teachers in implementing the 1+2 policy and will support schools and clusters in taking forward this policy. This will include:

* Regular updated frameworks will be given to schools for learning and teaching.
* Training and professional learning opportunities will be provided for staff based on requirements identified through self evaluation.
* Schools will be provided with high quality resources to support learning and teaching of the first additional language (L2) and the second additional language (L3).
* Support will be provided to schools and clusters and good practice shared across the authority to promote collegiate discussion on effective pedagogy and to secure progression of skills.