

City Chambers  
DUNDEE  
DD1 3BY

17th October, 2014

Dear Sir or Madam

**EDUCATION COMMITTEE**

You are requested to attend a MEETING of the **EDUCATION COMMITTEE** to be held in the City Chambers, City Square, Dundee on Monday, 27th October, 2014 to follow the meeting of the City Council called for 6.00 pm.

Yours faithfully

DAVID K DORWARD

Chief Executive

**AGENDA OF BUSINESS**

**1 DECLARATION OF INTEREST**

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

**2 LANGUAGE LEARNING IN SCOTLAND : A 1 & 2 APPROACH**

(Report No 398-2014 enclosed).

**3 PROVISION OF FUNDING SUPPORT TO PRINCE'S TRUSTS FAIRBRIDGE PROGRAMME IN DUNDEE**

(Report No 399-2014 enclosed).

**REPORT TO: EDUCATION COMMITTEE - 27 OCTOBER 2014**

**REPORT ON: LANGUAGE LEARNING IN SCOTLAND: A 1+2 APPROACH**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 398-2014**

## **1.0 PURPOSE OF REPORT**

- 1.1 The purpose of this report is to update the Education Committee on the implementation approach to the introduction of a new approach to language learning in Scotland's schools. This approach is based upon the European Union's 1+2 model, whereby every child has opportunities to learn two languages in addition to their own mother tongue.

## **2.0 RECOMMENDATIONS**

- 2.1 The Education Committee is recommended to:
- note the contents of this report;
  - note the implementation of the Scottish Government's Language Learning in Scotland: A 1+2 Approach in all Dundee Schools; and
  - instruct the Director of Education to provide an annual update on the implementation of the 1+2 Approach in Dundee.

## **3.0 FINANCIAL IMPLICATIONS**

- 3.1 The implementation of the 1+2 Approach in all schools in Scotland has resource implications for all local authorities, for national agencies and for university language departments and teacher education departments. The Scottish Government addressed the resource implications by providing pupils with earlier access to foreign languages by making available £120,000 to fund pilot projects. The funding supported pilot projects in six Scottish primary schools one of which was Hillside Primary School in Dundee.
- 3.2 The Scottish Government provided an additional sum of £4 million in 2013-14 to support the preparation of local authority Language strategies to take forward the implementation of the 1+2 Approach. There is a commitment to continued funding and ongoing discussions to consider the longer term planning and resource issues that will result from implementation of the 1+2 Approach. Dundee received £103,973 in session 2013/2014 and £131,170 in session 2014/2015 to support the implementation of the 1+2 Approach.

## **4.0 BACKGROUND**

- 4.1 In 2011, the Scottish Government announced its intention to introduce a policy whereby language learning in schools would be based on the European Union 1+2 model. A Languages Working Group had been set up and its findings were published on 17 May 2012 in a report entitled 'Language Learning in Scotland: A 1+2 Approach'. The report had 35 recommendations and the Government published its responses on 20 November 2010. These responses were updated in July 2014. The recommendations mean that every child will learn two languages in addition to their own mother tongue (L1). This is to be rolled out by 2020 and will result in a new model of language learning in Scotland where a second language (L2) will be learned from P1 and a third no later than P5 (L3).

Currently, most children in the final two years of primary school receive around 45 minutes of modern language learning per week although the time allocation varies from school to school depending on resources available. To maximise resources, a Pan-Tayside partnership has

been established between Dundee, Angus and Perth and Kinross Councils. This involves a four year joint project across the three local council areas and highlights the shared commitment to promote language acquisition in all schools for all pupils. The Pan Tayside strategy is set out in Appendix 1. The aims of the National 1+2 Strategy are:

- To ensure all children learn a modern language (L2) from P1– to be introduced in a staged fashion at the discretion of the local authority
- To provide further opportunities for children to learn a second modern language (L3) no later than P5
- To enable young people to continue with L2 or L3 to the end of the Broad General Education (BGE) and learn another modern language during S1 to S3 which would not necessarily be learned at primary school
- To ensure opportunities for the study of languages to be continued into the senior phase through opportunities such as inserts, master-classes and short courses as well as the regular courses offered (i.e. National 4/5, Higher, Advanced Higher)
- To ensure partnership working between the primary and secondary sectors in order to enable effective transition, progression and continuity between P7 and S1 as well as opportunities for shared CLPL
- To create confidence and security in teaching by establishing a rigorous training plan and input of appropriate resources by the local authority
- To introduce language learning skills and literacy skills which will be built on through a carefully planned Modern Languages curriculum
- To develop an understanding, appreciation and tolerance of other cultures

## 5.0 IMPLEMENTATION TIMELINE

Pilot primary schools have been identified for session 2014-2015 and the remaining schools will begin implementation of the 1+2 Approach in session 2015-2016. The emphasis for this session, 2014/2015, is to embed the language and teaching strategies in the pilot schools starting from Primary 1. The pilot schools are:

Barnhill  
 Blackness  
 Camperdown  
 Clepington  
 Dens Road  
 Downfield  
 Eastern  
 Glebelands  
 Gowriehill  
 Our Lady's  
 St Clement's  
 St Fergus  
 St Luke's and St Matthew's  
 SS Peter and Paul  
 St Pius  
 St Vincent's

During the pilot year Staff Tutors will provide direct support to schools across the three Pan Tayside Authorities. This work is overseen by the Education Support Officer who reports directly to the 1+2 Strategic Steering Group. The pilot schools will evaluate the pilot in June 2015 and improvements will be made if necessary. Across all primary schools, a significant staff development programme has been developed and will be reinforced using a 'train the trainer' model for staff who require additional training. In addition, Language Co-ordinators have been established in each pilot school.

In session 2015-2016, staff development will be provided for non pilot schools. The phased nature of the implementation will enable subject departments in secondary schools to review staffing levels and course content for learners making the transition from primary to

secondary education. There is an expectation that each secondary school will work closely with associated primary schools to agree on the language to be taught and to ensure an effective transition process for all learners.

## **6.0 POLICY IMPLICATIONS**

- 6.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

## **7.0 CONSULTATION**

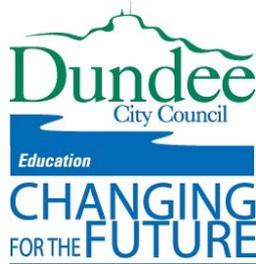
- 7.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services, Head Teachers, Senior Management Team, Education managers and Education Officers have been consulted in the preparation of this report.

## **8.0 BACKGROUND PAPERS**

- 8.1 Language Learning in Scotland: A 1+2 Approach  
Recommendations for Schools and Local Authorities July 2014

MICHAEL WOOD  
Director of Education

October 2014



## Pan Tayside Strategy for the 1+2 Approach

### 1 Strategic Statement

#### i. Purpose of Strategy

This Strategy has been produced in order to ensure delivery of the key recommendations outlined by the Scottish Government in the paper *Language Learning in Scotland: A 1+2 Approach* are in place by 2020. This Strategy takes full account of the Languages Working Group Report published in May 2012 and subsequent amendments i.e. *Language Learning in Scotland: A 1+2 Approach: Further guidance on continuity of learning from P7-S1 - Education Scotland July 2014*

#### ii. Key Recommendations which Underpin the Strategy

- BGE: L2 from P1 to the end of S3
- BGE primary: L3 from P5 at the latest
- Transition arrangements for continuity of L2 in particular, P7 to S1
- BGE secondary: L3 at the secondary stage
- Senior phase: flexible opportunities to study more than one language to the level of a National Qualification unit or course

#### iii. Who should implement the Strategy

- It is the duty of local authorities to create an environment in which all children will leave primary school having had the experience of learning two modern foreign languages and associated cultural aspects which will continue throughout the BGE thus allowing them to play their part in making Scotland a confident multilingual country of the future. To ensure effective delivery and compliance with the terms of the strategy and Report, *Language Learning in Scotland: A 1+2 Approach* (17 May 2012) Angus, Dundee City and Perth and Kinross Councils have joined together as Pan Tayside.
- There is a requirement to communicate to all stakeholders the rationale which is driving this ambitious agenda and how we shall work together to implement and realise the benefits which will stem from the implications of the 1+2 recommendations.

#### iv. Origin of Strategy

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.

## 2 Vision

- i. 1 +2 and the overall vision for Learning across Pan Tayside
  - Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Learning an additional language also facilitates a deeper understanding of the possibilities of language and of communication, including those relating to the learner's mother tongue.
  - Curriculum for Excellence (CfE) aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of CfE there is a recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy.
  - As with other areas of the curriculum, positive language learning experiences contribute to young people's development as successful learners, confident individuals, effective contributors and responsible citizens. Through learning new languages young people can become successful learners with opportunities relating to working and travelling abroad; confident individuals able to communicate in more than one language; effective contributors to a changing world with an understanding of Scotland's relationship to other countries; and responsible citizens with an awareness of cultures and languages in addition to their own.
  - The growth of business and travel worldwide makes a compelling case for learning languages. The business community recognises the advantages of being able to communicate in the language of potential clients. Indeed, in an increasingly globalised world, knowledge of the local language as well as cultural protocols and practices is essential to negotiations. People who come to Scotland, be it for business, pleasure, or as tourists appreciate it if their hosts are equipped to communicate with them in their own language even at a basic level.
  - There is a considerable variety of methods which teachers can use to engage children and young people in early language learning. Effective learning experiences build on children's natural curiosity and allow them to explore sounds, using songs and rhyme. The best lessons include a variety of approaches such as songs, games, direct teaching, paired and group activities. In best practice, primary teachers reinforce the additional language across the curriculum and not just during the due time allocated to formal language teaching. A whole school approach to language learning reinforces the skills involved and helps children to learn better.

## 3 Communication

A Pan Tayside Communication Strategy will support the strategic objectives and provide required actions for the effective communication of the implementation of 1+2 across all three Local Authorities (Angus, Dundee City and Perth & Kinross). This plan serves as a guiding map for all internal and external communication regarding 1+2 implementation for all stakeholders.

Agreement has been reached within the Pan Tayside Steering Group that initially French will be the chosen option for L2 across schools in Angus, Dundee City and Perth & Kinross.

## 4 Evaluation

Qualitative and quantitative data will form the basis of evaluating the effectiveness of the implementation of 1+2 across Pan Tayside in conjunction with Dundee University.

**REPORT TO: EDUCATION COMMITTEE - 27 OCTOBER 2014**

**REPORT ON: PROVISION OF FUNDING SUPPORT TO PRINCE'S TRUST'S FAIRBRIDGE PROGRAMME IN DUNDEE**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 399-2014**

## **1.0 PURPOSE OF REPORT**

1.1 This report seeks approval to award funding to support the work carried out by the Prince's Trust's Fairbridge Programme, in Dundee in supporting young people who are excluded or at risk of exclusion from school.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Education Committee:

- i notes the contents of this report; and
- ii approves the award of funding to Prince's Trust in Dundee.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 It is proposed that the sum of £13,000 be awarded to Prince's Trust's Fairbridge Programme in Dundee in the financial year 2014/15. Approval was sought and granted for financial year 2013/14 (Committee Report 327-2013 of 19 August 2013 refers). Approval will be sought from the Education Committee for any proposal to award funding in future financial years. Funding will come from accessibility funding as detailed in the Accessibility Strategy: 2013-2016 (Education Committee Report No 150-2013 of 25 March 2013 refers).

## **4.0 MAIN TEXT**

4.1 The Prince's Trust is a charitable organisation which has taken over the local organisation formally referred to as Fairbridge. Fairbridge has provided a service to young people from Dundee schools over a period of 12 years and will continue to do so under the banner of The Prince's Trust Fairbridge Programme. Fairbridge enables young people from inner cities to develop as responsible citizens by offering them a long-term personal development programme that builds confidence, motivation and personal, social and life skills.

The high level of support provided by the Fairbridge programme helps young people address their social, emotional and behavioural needs as well as giving them the opportunity to address other barriers to learning that they might have. The level of individualisation provided by Fairbridge in delivering services to young people with meaningful activities and clear goals is central to the programme's success.

4.2 The Education Department included Fairbridge in its review of SEBN (Social Emotional & Behavioural Needs) provision, which reported in January 2014. The findings and recommendations from the review follow.

4.3 From April 2012-March 2013 the Fairbridge programme provided support to 79 young people aged 13-15 who, to varying degrees, are disengaged with education and have multiple support needs including those of a social, emotional and behavioural nature. Of the 79 young people, 82% successfully completed the intensive Access course and 87% of this group chose to participate in additional development sessions with Fairbridge. These young people have attended programmes developing skills in the following key areas:

- learning skills
- independent living
- employability skills
- community and recreation.

Within this group of young people:

- 50 achieved one or more positive outcome:
- 30 young people re-engaged with school
- 25 young people gained a qualification or award
- 11 young people progressed to a second step development programme.

The remaining young people continued to actively engage with the Fairbridge programme.

- 4.4 The Education Department is keen to provide support to Fairbridge to enable them to continue to work with young people in the Dundee area. Experience has shown the young people tend to have diverse needs including disabilities ranging from ADHD, diabetes, asthma, behavioural capacity, visual impairment, mental health and bereavement and loss.
- 4.5 This funding will allow Fairbridge to continue to support young people who attend a recognised programme which will assist them to develop a better understanding of their debilitating issues. It will also enable them and their families to view education in a positive light and achieve positive outcomes for their futures.
- 4.6 A Service Level Agreement, as recommended by the SEBN Review, is in development with Fairbridge.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

## **6.0 CONSULTATION**

- 6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

## **7.0 BACKGROUND PAPERS**

- 7.1 None.

Michael Wood  
Director of Education

7 October 2014

**DUNDEE CITY COUNCIL**

**Equality and Diversity Rapid Impact Assessment Tool**

**Part 1**

Date of assessment <b>07/10/14</b>	Title of document being assessed <b>Fairbridge (Prince's Trust) Funding</b>
This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input checked="" type="checkbox"/>
Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report seeks approval to award grants to support the work carried out by Fairbridge (Princes Trust) in Dundee in supporting young people who are excluded, or there is a fear of exclusion from school.
What is the intended outcome of this policy, procedure, strategy or practice?	Fairbridge enables young people from inner cities to meet the opportunities and responsibilities of society today by offering them a long-term personal development programme that builds confidence, motivation and personal, social and life skills.
Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Accessibility Strategy 2013-16 Additional Support for Learning Act 2004/09 Equality Act 2010 Equality Outcomes (DCC) Curriculum for Excellence - Building a Curriculum 1-5 suite of documents
Has any consultation or involvement with protected communities informed this assessment? If yes please give details.	No consultation with protected groups has been undertaken. Involvement and evaluation of the project, for those who participate, is an integral part of the programme which in turn informs practice.
Please give details of council officer involvement in this assessment.  (E.g. names of officers consulted, dates of meetings etc)	Jennifer King, Education Manager (ASN, Educational Psychology & Inclusion) Paul Clancy, Head of Secondary and Support for Learning
Is there a need to collect further evidence or to involve or consult protected communities?  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	The high level of voluntary engagement from the diverse group of young people offered the opportunity to participate in this programme illustrates an absence of negative impact.

**Part 2**

**Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?**

	<b>Positively</b>	<b>Negatively</b>	<b>No Impact</b>	<b>Not Known</b>
Ethnic Minority Communities including Gypsies and Travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesbian, Gay and Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Socio-economic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 3

#### Equality and Diversity Rapid Impact Assessment

<p>a) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details Supporting young people and families to re-engage with schools, improving outcomes and life chances. Improved personal and social skills, supporting young people to become socially involved and promoting inclusion. Improved attendance at school</p>
<p>b) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departments Equality Champion.)</p>	<p>If yes please give further details Gender balance - groups are predominantly boys.</p>
<p>c) What action is proposed to overcome any negative impacts?</p>	<p>Please give further details Fairbridge have designed and delivered a specific programme for girls to address the gender imbalance in their traditional cohort.</p>
<p>d) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? ( If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details N/A</p>
<p>e) Has a Full Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details No</p>

**Part 4**

**Department: Education**

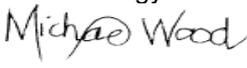
**Type of Document**

Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

Contact Information

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Signature of author of the policy, procedure or strategy:

Head of Department and Service area: 

**Date of next policy review:** October 2015