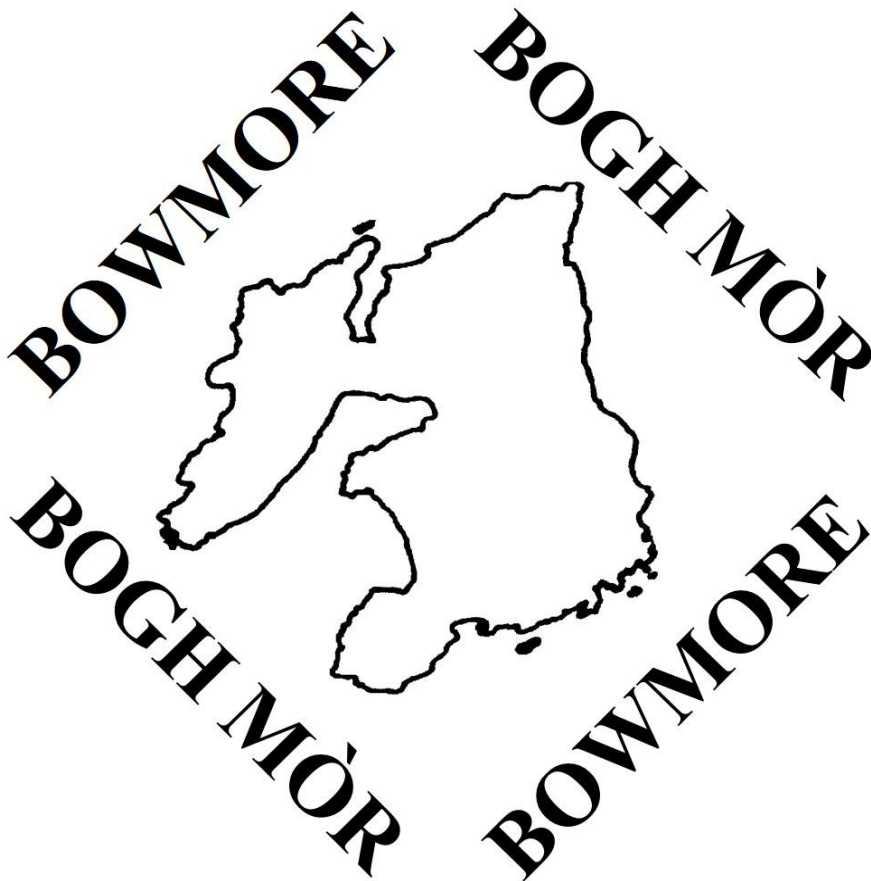




Bowmore Primary School

Learning and Teaching Policy Gàidhlig





Aims

‘Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.’

‘A Curriculum for Excellence : The Curriculum Review Group’.

Learning about Gaelic language and culture is an important part of our curriculum. As a dual language school, it is importance to us that the relevance and importance of Gaelic language and culture is highlighted to the children.

Curriculum

The curriculum is the totality of experiences that are planned for our children during their learning journey through the school. In Bowmore Primary School we offer a broad curriculum to pupils, covering all four contexts for learning – Curriculum Areas and Subjects, Interdisciplinary Learning, Ethos and Life of the School and Opportunities for Personal Achievement. Our curriculum map shows learner entitlements and through our curriculum we try to develop the attributes and capabilities of the four capacities – Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens, the Islay & Jura Skills ladders help facilitate this. Planning by teachers takes account of national and local advice while leaving scope for individual teachers to introduce well-considered innovations. Teachers’ planning takes account of the Curriculum for Excellence experiences and outcomes and the design principles – challenge, progression, breadth and depth, relevance, personalisation and choice in learning for all pupils. We promote citizenship, independence,



responsibility, and collaboration. Opportunities are taken to develop learning in literacy, numeracy and health and wellbeing across the curriculum.

Teachers have a planning folder divided into clearly marked sections, school information and all plans must be stored within this folder. These folders remain in school and are easily accessible in the classroom and are used as a working document. Planning takes place on a daily, weekly, termly and yearly basis and clearly states what pupils will learn and how it will be taught. Upcoming, relevant learning opportunities that have been pre planned are shared in advance so staff can incorporate this into their year to view. Staff take into account prior learning, learner's needs and learning styles. Both IDL and discreet subject planning formats are used. As staff follow the moderation cycle, children are consulted at the planning stage, encouraging them to engage with the learning process from the outset, and their ideas for development are considered throughout a topic. Areas for assessment are identified and linked clearly to the learning outcomes, a range of assessment styles are used. Staff and pupils continuously reflect on learning to develop next steps.

Where appropriate, staff work collegiately on their planning, offering advice and support and ensuring high quality across the school. Cluster level planning sessions take place throughout the academic year allowing for links to be made with other schools, delivering cluster entitlements to pupils and allowing for moderation.

Total Immersion and Immersion

Children experience total immersion in our Early Level Class (Sgoil-Àraich to the end of P3) so that they are able to have a secure foundation in the language and the level of fluency that will enable them to be built upon. In the total immersion phase, an emphasis is put on listening and talking and these experiences should be relevant and meaningful to the children to support a secure development in the language. High quality Gaelic is modelled to the children and teachers plan for a variety of activities including singing, role play, rhymes and stories to develop the language with younger children.

From P4-7, in the immersion phase, English literacy skills are introduced to the children through the medium of Gaelic. While skills in Gaelic and English literacy are a main focus, learning experiences are extended through IDL and discreet subjects.

At all stages, there is a continuous focus to develop Gaelic language skills through planned and unplanned opportunities. (See Gàidhlig Rationale)

Teaching for Effective Learning

Effective teachers are clear about what to teach and how to teach to ensure pupils are provided with a challenging, relevant, enjoyable and coherent curriculum. Teachers will consult the Curriculum for Excellence Principles and Practice Papers for guidance as required. Teachers strive to create stimulating learning environments and provide experiences that are well matched to children's needs and sustain motivation and attention. A good pace of learning will be maintained. In planning,



teachers take account of how their pupils learn and provide opportunities for children to write, make, see, do and interact with others. Although there will be some whole class teaching, children will work in groups and independently on a daily basis.

A range of teaching approaches will be used in classes to engage and motivate pupils. Co-operative learning strategies will be effectively used where appropriate and time taken to develop social learning skills. Children will be encouraged to be active learners and use will be made of outdoor learning spaces and digital learning to enhance learners' experiences.

All teachers will strive for well-organised and managed classrooms. The quality and effectiveness of teaching is monitored through classroom visits.

Children are encouraged to lead their own learning in variety of different ways such as setting personal targets, leading school improvements through Change Makers and participating in Endeavour projects. These develop skills for Learning, Life and Work.

Assessment for Learning is embedded within the school. Teachers share learning intentions and develop success criteria with pupils. These are displayed in classrooms and/or classwork. A range of formative assessment strategies are used in classes to assess understanding and effectiveness of teaching.

Explanations and instructions given to children are clear and unambiguous and build on previous learning and real-life experiences. Staff will use skilled questioning, aiming to develop higher order thinking skills, to stimulate pupils' interest and build their confidence. Pupils' contributions to class discussions are encouraged and valued.

Meeting Learning Needs

At Bowmore Primary School we differentiate effectively to ensure that the learning meets the needs of all pupils. Tasks, activities and resources are differentiated to provide the appropriate support, challenge and to enable all pupils to maximize their progress. The pace of learning is appropriate for all learners.

Teachers take positive steps to identify, review and evaluate learners' needs including those with additional support needs. Teachers work effectively with Learning Support staff in developing Education Child's Plans or Individual Target Plans. Intervention strategies suggested by other professionals will be implemented and reviewed as to their effectiveness.

The Boxall profile is used to identify social and emotional support needs for particular children. These needs are then met through a weekly, targeted nurture group. This ensures that these children have no barriers to their learning.

A range of ICT resources are used throughout the school to support children with their learning. Children are encouraged to access and use these independently. (See Support Policy and Sensitive Correction of Gàidhlig Policy)

The Moderation Cycle

The moderation cycle is integral to all the teaching and learning that takes place in our school. At the planning stage learning intentions are created using the experiences and outcomes then the success



criteria are developed with the children. A stimulating hook is used to engage learners in the planning process. Teachers identify and plan what is to be assessed during this stage, the children contribute ideas to this stage. Teachers make sure that children are aware of what they are learning and that children are involved in planning the learning experiences. Floorbooks are used at Early level to support this process and throughout the school, wall displays reflect this process.

The moderation cycle is used as a means to moderate teaching and learning at all levels within the school and between schools within our local cluster. In addition to this, moderation across Gaelic classes within Argyll and Bute allows practitioners to share and support each other in their practise. This ensures high quality teaching and learning and a standardised approach.

Assessment

Assessment is an ongoing process and is integral to teaching and learning. Teachers use a variety of assessment approaches to gather information and this is used to inform tracking. This tracking is recorded on the school's shared drive, all teachers can access this and it follows each individual child's learning journey through the school. A specific assessment protocol is in place to assess Gaelic language development.

Teachers discuss learning with their pupils, allowing pupils to share difficulties they have or new strategies they have discovered. This allows both teacher and pupil to identify how learning is progressing and what the next steps are. High quality and meaningful feedback is provided to all pupils on a regular basis. Pupils also have opportunities to peer and self-assess their work.

Individual assessment folios and learning logs /PLPs are used to gather a range of evidence. Each term, pupils will discuss their progress with their teacher and set personal targets for the term, in addition to this numeracy, literacy, health and wellbeing and skills are set by the class teacher. Evidence of progression within the targets are recorded in learning logs and assessment folder. The class teacher evaluates these targets with individual children identifying successes and next steps, this is shared with parents and carers.

Expectations and Promoting Achievement

Aiming for Excellence and Raising the Learning Bar are two of our school priorities, evidence of these is clearly displayed at the front of the school. Excellence is one of Bowmore Primary School's core values to ensure pupils have high expectations of themselves and others. Pupils' achievements are celebrated in class, and with the school through school business meetings. Learning logs and Class Dojo are used to share these at home. High quality displays across the school reflect what the children are learning. Examples of pupils work are shared with the class to highlight strengths. Work is differentiated and challenging and allows all pupils to make good progress - pupils know what they are learning and how to succeed. Target setting, self/peer assessment and strong teacher feedback provide a strong basis for pupils to be actively involved in their own learning.

Use of high quality Gaelic is promoted throughout the school and is celebrated and rewarded.

Partnership with Parents

We recognise the importance of engaging parents in their children's learning and the life of the school. Parental involvement is encouraged, planned and purposeful throughout the whole of each child's learning journey. The use of homework diaries, regular newsletters, the school website, texts, Class Dojo, Our Learning Blog and Twitter ensures that information about what is happening in



school is shared regularly. A Parent Information evening is held at the beginning of each session so that parents can be kept up-to-date with progress that has been made and the main focus for school improvement shared. The School Improvement Plan is shared with parents through the school website.

To support parents with children in Gaelic Medium Education, a range of guidance and resources are offered.

Open afternoons allow pupils to share their learning with their parents. Other events run throughout the year to which parents are invited such as Burns Afternoon, Pantomime, Nativity, Assemblies, Swimming Gala, Engineering Afternoon, Annual Spring Fair, Grounds Action Days and Showcasing Learning Events. Bilingual events are regularly held in Bowmore Primary School.

In the ELC and Sgoil Àraich parents are invited to participate in the planning of a new topic, allowing them input into their child's learning within the setting. There are formal meetings with parents twice each year, with reports issued during the summer term, however our open-door policy ensures that parents are welcome any time.

Parents of children who have been identified as having additional support needs will be invited into school at regular intervals to discuss progress and next steps, involving other professionals and outside agencies as needed. Copies of documents will be shared with families and their input sought to ensure that the learner's needs are addressed.

Learning logs are regularly shared with parents so that they have information on their child's progress across the curriculum, achievements, strengths and next steps in learning. Teachers will encourage children to strive for a good standard of presentation in their Learning Logs.

Regular homework encourages parents to be involved in their child's education, know what their child is learning about and chart their progress. Homework diaries and Class Dojo provide a home-school link and teachers deal with any parent comments in the diaries promptly.

Bowmore Primary School Parents are invited to join our supportive Parent Council and Comann Nam Parant.