National Improvement Framework

Teacher Professional Judgement Collection 2016

Additional Advice for Gaelic Medium Education

This paper provides some additional advice on collecting data on pupil progress in Curriculum for Excellence as part of the 2016 Teacher Professional Judgement collection. It focuses specifically on **Gaelic Medium Education**.

The additional advice should be used with the Education Scotland Guidance for practitioners on [achievement of a level](https://education.gov.scot/improvement/Pages/assess7-achievement-of-a-level.aspx). This describes the process that should be used in gathering evidence of children and young people’s progress. Reference should also be made to the information on assessment contained in [Education Scotland Advice on Gaelic Education](http://www.educationscotland.gov.uk/Images/AdviceonGaelicEducation_tcm4-850859.pdf). This describes the rationale for Gaelic Medium Education and the resultant need to have a particular approach to collecting data. The following extract from Education Scotland’s Advice is a useful summary:

**The ‘significant aspects of learning’ and associated progression statements for literacy and Gàidhlig have a key role in helping children to demonstrate their progress with the curricular levels for literacy and Gàidhlig. Due to the initial focus on language development, children learning through the medium of Gaelic will not be working at the same rate of learning and progress as their peers in English medium education through the Curriculum for Excellence Experiences and Outcomes across the curricular areas. They will demonstrate equal competency, if not better, by the end of P7. The Curriculum for Excellence Experiences and Outcomes for English and literacy are not at all covered during the total immersion phase.**

The Gaelic version of this *Advice on Gaelic Education* is available [here.](http://www.educationscotland.gov.uk/Images/AdviceonGaelicEducation_tcm4-871725.pdf)

## Data to be collected in all Gaelic Medium Education provisions

Pupil level data, as recorded by teacher professional judgement, will be collected for children in Gaelic Medium Education who are in P1, P4 and P7. This will be for pupils who are on the school register and in Gaelic Medium Education on Monday 13 June 2016. The nature of this data is outlined in this advice. It will be the most recent level achieved (including up to 4th level), in line with Education Scotland guidance on Achievement of a level.

Pupil level data for those in S3 Gaelic Medium Education will **not** be collected in 2016 but is expected to be included **from June 2017.**

## Data reported will be the most recent level achieved (including up to 4th level), in line with Education Scotland guidance on achievement of a level.

In the case of Gaelic Medium Education, assessment, moderation and recording of the achievement of a level works with the principles of immersion as described in [Education Scotland Advice on Gaelic Education](http://www.educationscotland.gov.uk/Images/AdviceonGaelicEducation_tcm4-850859.pdf).

In the case of literacy - listening, talking, reading and writing - through the medium of Gaelic, the achievement of a level of children and young people in Gaelic Medium Education is collected in P1, P4 and P7. The achievement of a level of young people in S3 is expected to be collected **from June 2017**. Collection of data is based on the Experiences and Outcomes for literacy and Gàidhlig.

For children who have accessed Gaelic Medium Education from age 3, it is expected that their achievement of a level will be recorded using teachers’ professional judgement at the end of P1. This will be based on the Experiences and Outcomes for literacy and Gàidhlig. In some cases, children do not begin learning at the early level of Curriculum for Excellence through the medium of Gaelic until P1. These children often attend English medium early learning and childcare settings. In such circumstances, it is teachers’ professional judgement as to whether they can evidence achievement of a level by the end of P1, while meeting the principles of total immersion. It is expected that teachers will form a professional judgement on the progress of children in P1 through their routine tracking of progress and achievement. This is regardless of when children began learning through the medium of Gaelic. From this, there may be some children for whom it is too early for their progress to be collected as part of the data collection exercise. In this case, the Code 99 “Not Assessed” should be used.

In the case of literacy – listening, talking, reading and writing - through the medium of English, the achievement of a level of children and young people in Gaelic Medium Education is to be collected in **P7 and S3**. Full account needs to be taken of when children access the Experiences and Outcomes for literacy and English as part of the principles of immersion. Teachers will form a professional judgement on the progress of children in P4 to P7 through their routine tracking of progress and achievement, while meeting the principles of immersion. If a teacher has deemed it to not be appropriate to assess children’s progress in listening, talking, reading and writing through the medium of English in P1 and P4, then the Code 99 “Not Assessed” should be used.

The assessment of numeracy for those in Gaelic Medium Education continues to be through the medium of Gaelic and should be recorded at the end of **P4**, **P7** and **S3**. However, by the end of S3, some young people may be accessing numeracy and mathematics through the medium of English depending on their school’s curriculum. It is teachers’ professional judgement as to whether they can assess achievement of a level by the end of P1, while meeting the principles of total immersion. If a teacher has deemed it not to be appropriate to assess children’s progress in numeracy in P1, then Code 99 “Not Assessed” should be used.

## Useful References

Education Scotland Guidance for practitioners on [achievement of a level](https://education.gov.scot/improvement/Pages/assess7-achievement-of-a-level.aspx).

[Progression Frameworks: Literacy and Gàidhlig](http://www.educationscotland.gov.uk/Images/LitandGaidhligGridJan16_tcm4-874601.pdf)

[Assessing Progress and Achievement: Literacy and Gàidhlig](http://www.educationscotland.gov.uk/Images/LiteracyandG%C3%A0idhligupdate150114_tcm4-746190.pdf)

[Experiences and Outcomes: Literacy and Gàidhlig](http://www.educationscotland.gov.uk/Images/literacy_gaidhlig_experiences_outcomes_tcm4-539869.pdf)

[Experiences and Outcomes: Literacy and Gàidhlig (Gaelic Version)](http://www.educationscotland.gov.uk/Images/LiteracyGaidhligEOfinal_tcm4-586994.pdf)

[Education Scotland Advice on Gaelic Education](http://www.educationscotland.gov.uk/Images/AdviceonGaelicEducation_tcm4-850859.pdf)

[Education Scotland Advice on Gaelic Education (Gaelic Version)](http://www.educationscotland.gov.uk/Images/AdviceonGaelicEducation_tcm4-871725.pdf)

[Progression Frameworks Literacy and Gàidhlig, Glow session 18 May 2016](https://meet.glowscotland.org.uk/p8mikz9o2cc/)

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