

GUIDANCE on: GAELIC EDUCATION

Argyll and Bute Education Services

An electronic version of this document can be found at:

<https://blogs.glowscotland.org.uk/ab/sali/gaelic-education/>

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Argyll and Bute Council – Guidance on Gaelic Education

Current provision of Gaelic Education in Argyll and Bute schools:

- There are four Gaelic medium Early Learning and Childcare (ELCC) provisions, known as Sgoiltean Àraich; Rockfield Primary School in Oban, Salen Primary School in Mull, Bowmore Primary School in Islay and Tiree High School.
- There is a designated Sgoil Àraich being built in Sandbank Primary School in Dunoon which will be ready for Pre-5 registration by February 2018.
- There are six Gaelic Medium Primary Education (GMPE) provisions across the authority; Oban, Appin, Islay, Tiree, Mull and Dunoon. Education Services have agreed to provide GMPE in Bunessan Primary School in the Ross of Mull from August 2017.
- Five secondary schools across Argyll provide Gaelic education; Oban High School, Tobermory High School, Islay High School and Tiree High School have both a fluent and learner pathway. Dunoon Grammar School has a fluent pathway only.
- It is of benefit to pupils to have access to Gaelic education from age 3 – 18. Where possible the education authority has provided that continuum of Gaelic education.
- At the present time, all Gaelic education provision in Argyll and Bute is within an English medium school setting.

Creating an ethos for Gaelic in Gaelic Medium schools and other settings:

- All Gaelic Medium provision needs to aim to have a permeating ethos that is conducive to learning Gaelic. For this, all staff, children, young people and parents have a meaningful contribution to make.
- All members of a school's community need to have a positive and inclusive attitude to the Gaelic language and to those who speak it and are learning the language.
- When Gaelic and English Medium provision are together in the one school, all children need to have an opportunity to learn about Gaelic language, culture and heritage as part of Scotland's identity.
- Children and young people need to be encouraged to speak and use Gaelic for a range of purposes in the development of their learning across the curriculum and add to the ethos for Gaelic in a school.

It is considered essential that children and young people in GME feel that their school experience is of equal validity to that of children and young people in English medium education within the school and the education authority. This can be assisted by ensuring that Gaelic is recognised and used where possible throughout the school and in whole-school activities.

In a dual stream school, Gaelic should also feature in whole-school activities. Children and young people in the English stream should also be given the opportunity to learn about

Argyll and Bute Council – Guidance on Gaelic Education

Gaelic in Scotland and be offered the opportunity to learn Gaelic as an additional language through Gaelic Language Education (GLE). This policy of equal status will encourage a positive and inclusive attitude to Gaelic in the school and will contribute to the fluency and confidence of young people learning through the medium of Gaelic. (Statutory Guidance on Gaelic Education – Education (Scotland) Act 2016).

Guidance on GME in Argyll and Bute Schools.

Leadership and Planning of Gaelic Education (Statutory Guidance on Gaelic education)

Leaders and managers involved in Gaelic education should be aware of the distinct nature and needs of Gaelic education and build this awareness into any relevant policies that are being developed or programmes being implemented.

Clear rationale based on shared values, learners' entitlements, four capacities, design principles, local circumstances, local and national advice, views of parents, meeting the needs of groups of learners, ie those learning Gaelic and through Gaelic.

"The totality of all that is planned for children and young people throughout their education" (Building the Curriculum 3):

- *Curriculum areas and subjects*
- *Interdisciplinary projects and studies*
- *Opportunities for personal achievement*
- *Ethos, life of the school*

Joan Esson's Powerpoint on Advice on Gaelic education 2015.

Schools providing GME should include Gaelic in their strategic planning for the school, including a **Curriculum Rationale**. The Curriculum Rationale should include progressive pathways for Literacy and Gàidhlig, methods of assessment and links with partners and the community.

The 'Totality of the Gaelic Medium Curriculum' requires opportunities for children to use Gaelic outside of the classroom. It is important that schools engage with partners to access experiences such as; local Mòd, Drama Festivals, residential trips with other Gaelic speaking pupils, career fayres for Gaelic, The National Debate, FilmG etc. There is an opportunity to work closely with the local Comann nam Pàrant group to raise funds to make participation in these activities possible.

Learners need to experience high quality total immersion as part of GME in order to secure a level of fluency that will build on the progress made in Gaelic.

- **adults working with children in GME should be fluent Gaelic speakers.** If this is not possible, managers should seek to enhance the use of Gaelic through liaison with the

Argyll and Bute Council – Guidance on Gaelic Education

local community and education authority. Non-Gaelic speaking staff should be actively pursuing fluency.

- **monitoring and tracking needs to be checking young people’s progress in Gaelic and improving their fluency as an entitlement to personal support.** Speaking and listening assessments need to be undertaken regularly in order to track each child’s progress and development needs. This information will inform next steps, individual education programmes and reports to parents.
- **staff need to ensure that language learning is progressive and coherent.** Progression planners for Literacy and Gàidhlig should be referenced when planning learning.
- **learning should be planned to develop vocabulary, language skills, grammar and an appreciation of Gaelic language and culture.** It is recommended that the key language, grammar and vocabulary being taught be highlighted at the time of planning, especially in the Early Years.
- **learners need to use Gaelic beyond the classroom.** Schools should engage with partners and the community as often as possible to provide opportunities to use Gaelic language outside of the classroom.

<https://education.gov.scot/improvement/Documents/gael2-Driving-Improvements.pdf>

Please see **Appendix 1** for a list of helpful documents: Support, Advice and Legal Requirements regarding Gaelic Medium education and Gaelic Learner education.

Please see **Appendix 2** for Argyll and Bute’s guidance on assessment for early years and primary schools.

Early Years and Primary 1 - 3

Sgoiltean Àraich (Gaelic Pre-5) and GME in P1 -3 will have some differences to English Medium (EM) provisions. GM ELCC settings require key workers to ‘target language’ learning and build a curriculum around the intended learning. This means that there should be use made of ‘group time’ to learn songs and rhymes, adults should actively engage with children during free flow play and children and adults should come together for snack. Topics should be relevant to children’s ‘home’ language and therefore not abstract but linked to their lives, for example; Myself, My Family, Pets etc.

Similarly in P1 – 3, the children’s Inter-disciplinary Learning (IDL) should reinforce their language acquisition and enable them to speak with increasing fluency.

Argyll and Bute Council – Guidance on Gaelic Education

It is essential that Gaelic staff have time to plan together and that the annual Collegiate Calendar supports this. Where possible, GM Early Years staff and GM Primary School staff should meet to discuss joint working, transitions and self-evaluation.

Professionals in GME will be expected to report to parents and carers on each child's developing Gaelic fluency. It is essential that, at key points, Gaelic fluency is assessed and recorded. There are oral language assessments for each primary stage available on 'Sharing Argyll Learning ideas' (SALi), under 'Gaelic education'. In addition, there is an oral Gaelic language framework on SALi which covers Early, First and Second Level.

Gaelic Medium at 1st Level:

First Level in GME should continue to build on the fluency of all children. Assessments of the children's understanding, phonological awareness and oral ability should lead to intervention strategies for those who need additional support.

English Literacy should be introduced once a child's Gaelic Literacy is secure. Education Scotland advise that this will be by the end of P3 for most. If, due to pupil numbers, a multi-composite class structure is required it is advised that P1 – P3 are separated from P4 and that English Literacy be delayed until P4. This model sustains a totally immersive Gaelic environment for children in Sgoil Àraich to P3.

Gaelic Medium at 2nd Level:

A key aim of Early and First Level in GME is that, by 2nd Level, each child's fluency is such that they can access more challenging and abstract learning through the medium of Gaelic, including debating.

Opportunities to work with a wide range of Gaelic speakers is essential if the children's Gaelic fluency and respect for the language is to continue to develop. Schools should capitalise on their local knowledge to work in partnership with the community, including their receiving secondary school, Gaelic agencies and those with Gaelic from within the local authority.

In order for practitioners to feel confident that each child has secured a level, moderation is key.

Gaelic Medium at 3rd and 4th Level:

It is essential that Gaelic practitioners have time to collegiately plan the curriculum for Gaelic medium students during the Broad General Education (BGE). The curriculum needs to be progressive in order to prepare individuals for the Senior Phase where they will have an opportunity to gain qualifications in Gaelic.

Argyll and Bute Council – Guidance on Gaelic Education

Vscene could be used to form ‘working groups’ across schools in order to provide a cohesive and moderated approach across the education authority.

Transition:

Transition from Pre-5 to P1 should be planned by Gaelic medium practitioners and may not be identical to transition projects designed for English medium. It is essential that receiving primary schools acknowledge that some children will have Sgoil Àraich experience and others will not. This must be taken in to account when planning the P1 curriculum for each cohort.

It is necessary that each primary school communicate to parents the ways in which they can be supported. Most parents of the children in our schools do not speak Gaelic and are concerned about supporting their child’s language acquisition and homework. Signposting national resources such as Gaelic4parents, informing them of any Gaelic language learning opportunities in your area and posting helpful resources on the school website are some of the ways that parents can be supported.

Each year, 2nd level pupils should be involved in a transition project with their receiving secondary school designed to specifically support Gaelic literacy. This should be in addition to any other transition project undertaken by the primary and secondary schools. A selection of the written pieces produced should be sent to the Gaelic ESO for sampling – Oban Education Office, Dalintart Drive, PA34 4EF or by email:

Catriona.Garvin2@argyll-bute.gov.uk

Moderation:

It can be challenging to ‘moderate’ pieces of work with other Gaelic professionals. The use of Vscene in schools with Gaelic education will enable practitioners to communicate while working on documents, assessing pieces of work etc.

Joint planning is an important aspect of moderation and Vscene can be used to facilitate this also.

Team-teaching, sharing learning and availing of e-sgoil can all be done through Vscene.

There is an inter-authority working group looking at the Literacy and Gàidhlig benchmarks in order to agree standards and provide exemplification of each level – from Early to 2nd. It is important that Gaelic teaching staff in Argyll and Bute have opportunities to represent the education authority at national level through participation in moderation activities.

Argyll and Bute Education Services and Bòrd na Gàidhlig are leading on the modification of ‘The Primary One Literacy Assessment and Action Resource’ (POLAAR) for use in Gaelic medium settings. It would be advantageous to have practitioners representing our local authority on the working group.

<https://education.gov.scot/improvement/Pages/sac17polaar.aspx>

'Time' to achieve the targets on each school's Improvement Plan is precious. It is important that Gaelic staff have opportunities to work together as part of the Working Time Agreement.

The Role of the Gaelic Language Auxiliary in GM classes:

Most provisions in Argyll and Bute are fortunate to have some classroom assistant hours, filled by a Gaelic speaking member of staff. It is important support is given to young children in their acquisition of the language through opportunities to work and play in the company of the assistant.

Through assessment of each child's progress, targeted support strategies can be implemented by the Gaelic Language Auxiliary. It is essential that any tasks to be undertaken by classroom support professionals are planned by the class teacher and communicated effectively to support staff.

Organising resources is a key duty of language assistants but should not take precedence over working with children.

Classroom assistants in GME should be used to help the class teacher with a range of assessments. It would be of benefit when planning next steps in learning if teachers and support staff had time to liaise.

Additional Support Needs (ASN) in GME classes:

Children's progress should be assessed, tracked and monitored regularly. Analysis of attainment data should provide teachers with the information needed to devise Individual Learning Plans (IEP) for those who need further support. The classroom assistant, in tandem with the class teacher, should be used to work with individuals and small groups to help children progress their learning through opportunities for consolidation.

Referrals for GM children who need interventions from other agencies such as; Educational Psychology, Speech and Language Therapy, Occupational Therapy etc. should be made timeously. Where a Gaelic speaking professional is not available, English language speakers should work with the child in their Mother Tongue.

It is important that a child's needs are recognised early in their educational career and that there is not a delay in meeting their needs by virtue of the fact they are educated through Gaelic. Individuals who display literacy difficulties in Gaelic will have these same difficulties in English.

If a child is experiencing prolonged and significant difficulties in Gaelic, the school should organise a meeting with parents / carers to discuss how best to meet the needs of the child. All situations should be treated individually, taking a wide range of factors in to account.

Argyll and Bute Council – Guidance on Gaelic Education

The Role of the Education Support Officer (ESO) – Gaelic:

The remit of the ESO is wide and varied but the primary focus is teaching and learning in Gaelic Medium provisions. The ESO is available to support schools in meeting the expectations of parents, the government and Education Scotland through rigorous self-evaluation.

Remit

- Lead in the continuing development and promotion of Gaelic education within and out-with the authority
- Advise officers and elected members in Gaelic education
- Work in partnership with national Gaelic organisations to promote Gaelic education
- Work with a range of national officers to ensure an increase in teacher recruitment and supply
- Share effective practice at both local and national level with all stakeholders
- Manage effectively the Gaelic budget
- Support and challenge staff in Gaelic Medium and Gaelic Learners Education to improve
- Work with HR and Education staff to ensure Gaelic Medium Gaelic Learners Education is appropriately staffed
- Ensure education related targets in the Gaelic Language Plan are achieved

In order to support and ensure high quality teaching and learning the ESO will organise opportunities for Career Long Professional Learning (CLPL) specific to Gaelic staff, including online training, working groups and Gaelic Managers' Meetings.

Argyll and Bute Council is represented on several national bodies by the ESO – Gaelic Local Authority Networking group (GLAN), Board of Directors of Stòrlann (Gaelic resourcing body), National Gaelic Steering Group and the GLPS Consortium. Our participation in these groups brings opportunities for teaching staff in Argyll to become involved in national initiatives; moderation of Benchmarks, POLAAR, Gaelic Immersion for Teachers Course (GIFT), Gaelic Language in the Primary School (GLPS) etc.

Working with staff and Head teachers to meet the needs of children in Gaelic provisions is also a key role of the ESO.

In order to support school leaders in monitoring the quality of practice the ESO has a role regarding classroom observations and the analysing of attainment data.

The recruitment of staff to Gaelic provisions is a priority of the ESO. It is essential that a Gaelic speaking member of Education be on the panel when interviewing for a post within a Gaelic provision regardless of the setting. The ESO will liaise with universities in order to

Argyll and Bute Council – Guidance on Gaelic Education

promote Argyll and Bute Council as a destination for newly qualified teachers (NQT) and so it would be helpful to be kept informed of any Gaelic vacancies across the authority.

The ESO is responsible for applying for Gaelic Specific Grant funding on an annual basis. The Gaelic Specific Grant pays for a range of resources including several staff posts. Gaelic Language Act Implementation Fund (GLAIF) funding is applied for annually by the ESO and covers Gaelic education posts out-with schools and the Gaelic Immersion for Teachers (GIFT) course.

Funding for Gaelic Education (Statutory Guidance on Gaelic Education)

Scottish Government funding available for Gaelic education includes the Gaelic Specific Grant, available for bids towards the cost of delivery of Gaelic education (both GME and GLE), and the Gaelic Schools Capital Fund to assist education authorities with capital costs incurred in their development of provision.

Education Scotland: Key Messages (Advice on Gaelic education 2015) / Statutory Guidance on Gaelic education 2016 – Education (Scotland) Act 2016.

Gaelic Medium Education (GME)

- Gaelic Medium Education is based on the principles of immersion with children accruing all the benefits of bilingualism.
- The early stage of learning through the medium of Gaelic, and where no other language is used, is referred to as ‘total immersion’. This is followed by an ‘immersion phase’ up to and including the senior phase.
- Children and young people need to be equally confident in the use of Gaelic and English and able to use both languages in a full range of situations within and out-with school.
- All Gaelic Medium Education provisions, whether in free-standing provision known as Gaelic schools or Gaelic Medium schools or when delivered alongside English medium, have as an underlying foundation the principles of immersion.

GME: engagement with parents

- Early engagement with parents to inform them of the benefits of Gaelic Medium Education and its link to the benefits of bilingualism is essential in securing the future of the language.
- Children’s fluency in Gaelic is enhanced by using the language out-with school. Parents need to have clear information on how to support their children’s education.

GME: Career Long Professional Learning (CLPL)

- Teachers need to have access to high-quality career-long professional learning (CLPL) to support them with Gaelic Medium Education.

GME: Total Immersion

- Children and young people need to experience high-quality **total immersion as part of Gaelic Medium Education until they have a secure foundation in the language and a level of fluency that will enable them to build on the progress made in Gaelic.**
- Teachers' monitoring and tracking of progress and achievement needs to ensure that children have received sufficient total immersion.
- A range of approaches are used in total immersion to enable children to hear and absorb high-quality Gaelic.
- In delivering learning in the total immersion playroom and classroom, staff need to make use of the principles of curriculum design to ensure **learning which is progressive and coherent.**
- 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.

For effective immersion in GMPE, the language of the classroom should be Gaelic from P1-P3. This involves only Gaelic being used in the classroom, although exceptions may be made when dealing with any upset or distress or making any announcements about health or safety. When to make such exceptions is a matter for the professional judgement of the staff. When there are visiting specialists in the classroom, an effort should be made to obtain Gaelic-speaking specialists to ensure immersion is maintained. From P4-P7, English language and literacy outcomes should be introduced through the medium of Gaelic. In order for pupils to maintain and develop Gaelic fluency and make progress with the language, it is recommended that schools should aim for all aspects of the curriculum to be delivered through the medium of Gaelic. (Statutory Guidance on Gaelic Education)

GME: The Immersion Phase (immersion in the Broad General Education from end of P3 / beginning of P4)

- In the immersion phase, the curriculum in its entirety continues to be taught through the medium of Gaelic across all four aspects of learning.
- In the immersion phase, children begin to **read and write skills in English language** and to learn at a quicker pace across the curricular areas and contexts.

Argyll and Bute Council – Guidance on Gaelic Education

- Teachers plan children’s learning to develop vocabulary connected to the different areas of the curriculum, language skills, grammar and an appreciation of Gaelic language and culture.
- In the immersion phase **teachers lead learning in all curriculum areas, including the newly introduced English, through the medium of Gaelic.**
- **When Gaelic Medium Education is being delivered successfully, the immersion phase is planned to operate throughout primary and into secondary.**
- In secondary, Gaelic immersion is taken forward within a broad general curriculum up to the end of S3 as a minimum entitlement.

GME: Secondary Stages

- The **rationale** for the curriculum needs to be based on a shared understanding of Gaelic Medium Education and bilingualism.
- Staff, young people, parents and partners need to be clear on the purpose and value of Gaelic Medium Education.
- The **Gaelic Medium curriculum from S1 to S3 and into the senior phase remains one based on the principles of immersion.**
- Young people need to experience a continuum of learning in the broad general education and the senior phase with opportunities to develop their fluency across all four contexts of the curriculum.
- To allow progression in immersion, schools need to aim to deliver **a sufficient proportion of the curriculum through the medium of Gaelic.**
- Gaelic Medium Education needs to be a compulsory part of the Broad General Education up to the end of S3, after which learners move on into the senior phase from S4-S6.
- The “1+2 Approach to Language Learning in Scotland” should be used in schools with Gaelic Medium provision to enable all young people in English medium education to learn Gaelic as an additional language.

The GME curriculum from S1 to S3 and into the Senior Phase (S4-S6) remains one based on the principle of immersion in Gaelic. (Statutory Guidance on Gaelic Education)

GME: Improving fluency with a planned programme for language, grammar and vocabulary

- During the **total immersion phase**, the development of grammar and specialist vocabulary is embedded within learning and play through the use of high-quality Gaelic all of the time.
- Later and at the **immersion stages**, children will become more aware of the development of particular language areas. Particular points of grammar and

Argyll and Bute Council – Guidance on Gaelic Education

specialist vocabulary are planned in programmes and courses across the curricular areas and contexts of the curriculum.

- It is important that schools continue the practice of having a **policy on how to correct children's and young people's language errors** so that these errors do not become the norm.

GME: Transitions

- Schools and partners need to collaborate in planning learning 3-18 for Gaelic Medium Education to ensure continuity and progression in learning across all curriculum areas particularly into P1, between P7 and S1 and from the broad general education into the senior phase.

GME: A 1 + 2 Approach to Language Learning

- A 1+2 Approach to Language Learning in Scotland children will firstly be immersed in Gaelic using the Curriculum for Excellence Experiences and Outcomes at the early and first levels.
- At P3/P4, children will begin to address the Curriculum for Excellence Experiences and Outcomes relating to literacy and English.
- Children will learn a second additional language, L3, no later than P5.

GME: Learners with Additional Needs

- Legislation places duties on local authorities, and other agencies, to provide additional support where needed to enable any child or young person to benefit from education.
- At this stage in the development of Gaelic Medium Education, while it is desirable, there are still **challenges in providing some of this support through the medium of Gaelic.**
- This may result in access to some identification of needs and support services being available through the medium of English but for there to be an awareness of the approaches to Gaelic Medium Education.
- The aims and goals of Curriculum for Excellence and the *Children and Young People (Scotland) Act 2014* place a **responsibility on all staff to meet the needs of all learners.**

Argyll and Bute Council – Guidance on Gaelic Education

Gaelic Learner Education

- In a '1+2 Approach' children may learn Gaelic as their first or second additional language in English medium schools. All efforts need to be made to include Gaelic (Learners) in a 3-18 curriculum.

Gaelic Learner Education: Curriculum 3-18 and Language Learning in Scotland: A 1 + 2 Approach

- The standards for Gaelic Learner Education (GLE) 3-18 are based on the Curriculum for Excellence Experiences and Outcomes from early to fourth level and the specifications of the Scottish Qualifications Authority and other awards and qualifications.
- *A 1+2 Approach for Language Learning* affords an important framework for increasing the number of those learning Gaelic in English medium education.
- Both Curriculum for Excellence and a 1+2 Approach promote learning a Gaelic in the broad general education as a continuum of learning with opportunities for awards and qualifications in the senior phase.
- Effective transition links between the primary and secondary sectors are key to building on language learning which has taken place at the primary stages.
- The learning of an additional language, which might be Gaelic (Learners), is an entitlement for all as part of the broad general education up to the end of S3, within the languages curriculum area.

Learning about Gaelic Language and Culture

- Learning about the Gaelic language and culture is a central feature of learning about Scotland and helps children and young people connect Gaelic to their knowledge and understanding of Scotland.

Appendix 1:

Support, Advice and Legal Requirements regarding Gaelic Medium education and Gaelic Learner education:

- The key documents to support the delivery of Gaelic education in schools are as follows:
- **Advice on Gaelic education, Feb. 2015**
- https://blogs.glowscotland.org.uk/ab/sali/files/2015/01/AdviceonGaelicEducation_tcm4-850859.pdf
- **Statutory Guidance on Gaelic Education, Education (Scotland) Act 2016**
- <http://www.gaidhlig.scot/wp-content/uploads/2017/01/Statutory-Guidance-for-Gaelic-Education.pdf>
- **Briefings on Gaelic education (Education Scotland)**
- <https://education.gov.scot/improvement/Pages/Gael4-Briefings-on-Gaelic-Education.aspx>
- Documents, examples of good practice, useful links and resources can be downloaded from **Sharing Argyll Learning ideas (SALi)** under **Gaelic Education:**
- <https://blogs.glowscotland.org.uk/ab/sali/tag/argyll-bute-schools/>
- **How Good is Our School 4: HGIOS**
- https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf
- https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/HGIOS4Gaelicversion.pdf
- **How Good is our Early Learning and Childcare**
- <https://education.gov.scot/improvement/Documents/frwk-correlation-hgioelc-hgios4.pdf>
- https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf
- **Engaging Parents and Families – a Toolkit for Practitioners**
- <https://education.gov.scot/improvement/Documents/par2-section3-Feb17.pdf>
- **Building the Ambition**
- <http://www.gov.scot/Resource/0045/00458455.pdf>
- **Gaelic Benchmarks**
- <https://education.gov.scot/improvement/Documents/LiteracyGaidhligBenchmarksPDF.pdf>
- <https://education.gov.scot/improvement/Documents/GaelicLearnersBenchmarksPDF.pdf>
- **Our Children, Their Future - Argyll and Bute Vision and Strategy for Education**
- https://www.argyll-bute.gov.uk/sites/default/files/argyll_bute_vision_strategy_final_web.pdf
- **ASN Handbook from Stòrlann website**
- <https://www.storlann.co.uk/feumalachdan-taic/>

Appendix 2: Gaelic Medium Education

Guidance on Assessment 2017

Stage	Target group	Assessment
Preschool	All children attending Sgoil Àraich (full time) Split placements – staff to use own judgement regarding which language to use	Gaelic translation of the Baseline Assessment Sections 1 & 2 (Task 1) only
P1	P1 pupils in GME who attended a Sgoil Àraich – English version of the baseline (Aug.) All P1 pupils in GME classes	English version of the Baseline Assessment Sections 1 & 2 (Task 1) only Oral Gaelic Language Assessment
P1	All P1 pupils in GME classes The Baseline Assessment and Gaelic Phonological screening Test should both be used as a universal screening test and administered to all children.	Gaelic version of the Baseline Assessment Sections 2 (Task 2,3,& 4) and 3 (Task 1,2 & 3) Gaelic Phonological Screening Test (GL Assessment) Oral Gaelic Language Assessment Gaelic Phonics tracking / baseline assessment HLP Common Gaelic Words – tracking and assessment Gaelic Writing – Criterion Scale
P2	The Gaelic Phonological Screening Test can be used as a targeted assessment of individual pupils for whom the teacher has concerns or where the child did not perform well in P1. All P2 pupils in GME classes	Gaelic Phonological Screening Test (GL Assessment) Gaelic Baseline Assessment Section 3 (Task 4 & 5) Oral Gaelic Language Assessment Gaelic Phonics tracking / baseline assessment HLP Common Gaelic Words – tracking and assessment Gaelic Writing – Criterion Scale

Argyll and Bute Council – Guidance on Gaelic Education

P3	<p>P3 pupils in GME classes where difficulties were identified in P1 / P2 based on normative data</p> <p>More able pupils</p> <p>All P3 pupils in GME classes</p>	<p>Gaelic Phonological Screening Test (GL Assessment)</p> <p>WRaPS assessment (for those pupils who appear ready – teacher discretion)</p> <p>Oral Gaelic Language Assessment</p> <p>Gaelic Phonics tracking and assessment</p> <p>HLP Common Gaelic Words – tracking and assessment</p> <p>Gaelic Writing – Criterion Scale</p>
P4	<p>More able pupils</p> <p>All P4 pupils in GME classes</p>	<p>Suffolk Reading Test in English (for those pupils who appear ready – teacher discretion)</p> <p>Parallel Spelling in English / WRaPS assessment</p> <p>Oral Gaelic Language Assessment</p> <p>Gaelic Phonics tracking and assessment</p> <p>HLP Common Gaelic Words – tracking and assessment</p> <p>Gaelic Writing – Criterion Scale English Writing – Criterion Scale (results not included in attainment data for Ed. Scot.)</p>
P5	<p>All P5 pupils in GME classes</p>	<p>Suffolk Reading Test in English</p> <p>Parallel Spelling in English</p> <p>Oral Gaelic Language Assessment</p> <p>Gaelic Phonics tracking and assessment</p> <p>HLP Common Gaelic Words – tracking and assessment</p> <p>Gaelic Writing – Criterion Scale English Writing – Criterion Scale (results not included in attainment data for Ed. Scot.)</p>

Argyll and Bute Council – Guidance on Gaelic Education

P6	All P6 pupils in GME classes	<p>Suffolk Reading Test in English</p> <p>Parallel Spelling in English</p> <p>Oral Gaelic Language Assessment</p> <p>Gaelic Phonics tracking and assessment</p> <p>HLP Common Gaelic Words – tracking and assessment</p> <p>Gaelic Writing – Criterion Scale English Writing – Criterion Scale (results not included in attainment data for Ed. Scot.)</p>
P7	All P7 pupils in GME classes	<p>Suffolk Reading Test in English</p> <p>Parallel Spelling in English</p> <p>Oral Gaelic Language Assessment</p> <p>Gaelic Phonics tracking and assessment</p> <p>HLP Common Gaelic Words – tracking and assessment</p> <p>Gaelic Writing – Criterion Scale English Writing – Criterion Scale (results will be included in attainment data for Ed. Scot.)</p>