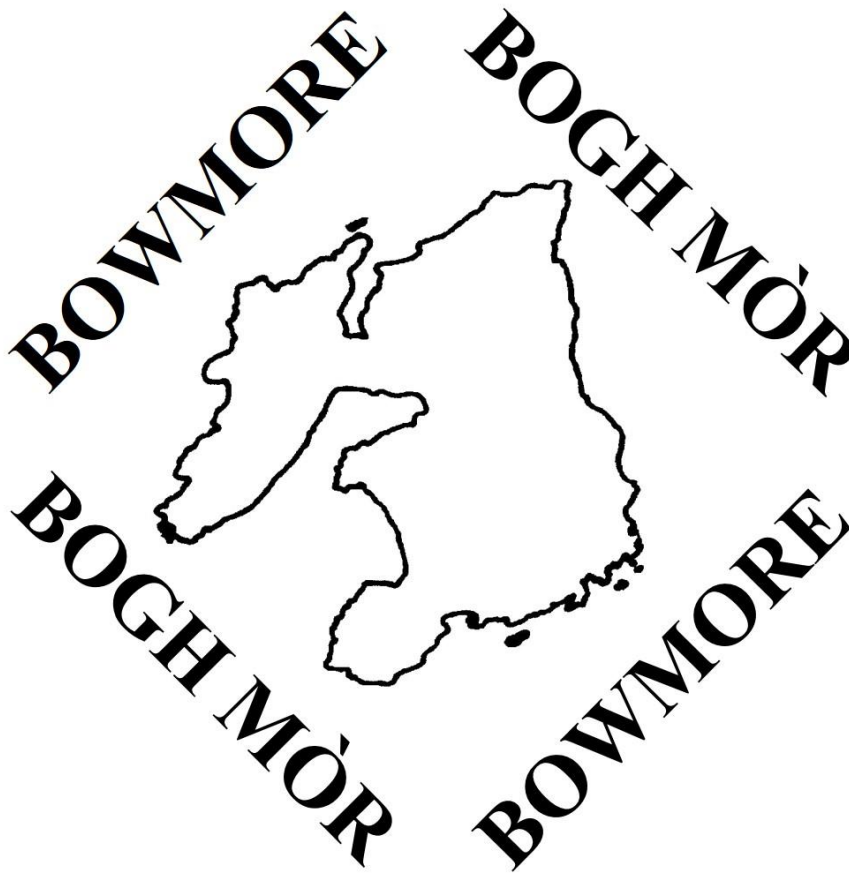




**Gàidhlig ann am
Bun-sgoil Bhogha Mòr
agus Sgoil-Àraich**

**Gaelic Medium Education in Bowmore
Primary School and Sgoil-Àraich**



Adhbhar / Rationale

**Foghlam Tro Mheadhainn na Gàidhlig ann am Bun –sgoil Bhogha Mòr
agus Sgoil-Àraich**
Gaelic Medium Education in Bowmore Primary School and Sgoil-Àraich

Adhbhar / Rationale

“Many studies (including our own research) have found that child second language learners can also benefit from the cognitive advantages of bilingualism. People who grow up with more than one language have a range of mental benefits that make them better at learning and more effective at dealing with complex situations. Exposure to another language in the primary school years is more likely to lead to bilingualism than in late adolescent/adult years so the best ‘window of opportunity’ for becoming fully bilingual is early childhood”

Gaelic4Parents

“ Gaelic Medium Education, based on the principles of immersion with its resultant fluency is recognised as the best way of achieving a sustainable future for the Gaelic Language.”

Advice on Gaelic Education February 2015

Gàidhlig medium education involves the use of the Gàidhlig Language for all teaching and learning across the school curriculum. Children experience Total immersion in Sgoil-Àraich to the end of P3 so that they are able to have a secure foundation in the language and a level of fluency that will enable them to build on the progress made in Gaelic. From P4-7, in the immersion phase, the curriculum is taught through the medium of Gaelic across all 4 contexts for learning.

Aithris Rùin / Mission Statement

Gaelic language and culture is at the centre of learning in Bun-Sgoil Bhogha Mòr. We aim to maximise the skills and capabilities of each child, nurturing them to become confident in the Gaelic language.

Experiences - We provide the highest standard of education and care for our children, ensuring they receive a range of high-quality experiences while also following their interests; promoting their curiosity, inquiry and creativity. These experiences will support the development of good communication skills in Gaelic.

Environment - Learning takes place in a safe, happy, stimulating and welcoming Gaelic rich environment which sets high expectations for literacy and the use of the Gaelic language. We aim to create an environment where Gaelic is valued and used at all times.

Interactions - Staff are important role models for our children enabling them to hear and absorb high-quality Gaelic through daily interactions. As children play and learn, staff work alongside and interact with children to enable them to develop their knowledge and skills in the Gaelic language, with emphasis on developing social language so children begin to speak Gaelic for real and purposeful reasons.

We recognise that Gaelic is the responsibility of all, and that learning does not take place in the classroom alone, therefore children, staff, parents and the wider community will work closely in a partnership based on mutual respect and support.

Luachan / Values

Sàr – mhathais	Excellence
Urram	Respect
In-Gabhail	Inclusion
Leanaltas	Perseverance

Amasan/ Aims of Gaelic Medium Education at Bun-sgoil Bhogha Mòr

- To help children acquire skills in speaking, listening to, reading and writing the Gaelic language so they can communicate effectively.
- To ensure the children are motivated to use their Gaelic and support them in developing their confidence in a range of social settings.
- To create a positive ethos of respect towards Gaelic, ensuring it is seen and heard throughout the school.
- To create a Gaelic rich environment where the quality of Gaelic used is of a high standard.

It is important that our children are clear about our vision, values and aims . Our child friendly version of our rationale is shared with children and parents.

Ar Slighe Ionnsachaidh **Our Learning Journey**

Lèirsinn / Vision

This is our happy Gaelic class. We enjoy being curious and creative Gaelic Learners. Our teachers help us to be the best Gaelic speakers we can be. Seo an clas toilichte Gàidhlig againn. Tha e a' còrdadh rinn a bhith nar luchd-ionnsachaidh feòrachail agus cruthachail na Gàidhlig. Bidh ar tidsearan gar cuideachadh le bhith bruidhinn sa Gàidhlig cho math 's a 's urrainn dhuinn.

Luachan / Values

Sàr-mhaitheas	Excellence
Urram	Respect
In-gabhail	Inclusion
Leanaltas	Perseverance

Amasan / Aims

We aim to make our Gaelic the best it can be.

Tha sinn ag amas gum bi ar Gàidhlig cho math 's urrainn dhith bhith.

We want all our friends and teachers to be part of our Gàidhlig learning.

Tha sinn airson 's gum bi na caraidean agus na tidsearan againn mar phàirt den ionnsachadh Gàidhlig againn.

We want to use our Gàidhlig inside and outside the class.

Tha sinn airson ar Gàidhlig a chleachdadh taobh a-staigh is a-muigh an clas.

We aim to be good at speaking, listening to, reading and writing in Gaelic.

Tha sinn ag amas gum bi sinn math air bruidhinn, èisteachd, leughadh agus sgrìobhadh ann an Gàidhlig.

Acquisition, Usage, Corpus and Status

At all stages there is a continuous focus on extending Gaelic Language skills through planned and unplanned opportunities. Care must be taken to avoid translation into English, except when absolutely necessary. Praise and encouragement will be given to children who use Gaelic and achievements in Gaelic will be celebrated with the whole school.

Our children begin their experience in Gaelic Medium Education in Sgoil-Àraich. This is the beginning of the **Total Immersion Phase**.

Sgoil-Àraich

Gaelic language skills are acquired through the provision of high quality experiences and staff interactions. Planned activities should be relevant and meaningful for children to apply their Gaelic language skills in real life contexts and the environment should support and extend the acquisition of these skills.

Children will be involved in planning their learning through the use of Floorbooks. While the emphasis of planning will be on language acquisition and literacy, there will be flexibility for children to create their own Possible Lines of Developments (PLODS) and explore a range of learning contexts. It is vital that the principles of Total Immersion are applied by staff. This is done effectively in a supportive, creative and enabling environment where staff model the Gaelic language by speaking, reading, singing, using role play and puppets and playing together with the children. Staff will build the children's confidence in social use of Gaelic through familiarity with routines, games and providing a breadth of activities and experiences in and outwith the setting. Outdoor play is intrinsic to everyday experiences where Gaelic is extended and used in a variety of contexts.

Learning will be discussed with the children and recorded in their Learning Logs. Children will have access to their Logs to enable them to interact with them. The learning Logs will be shared with parents twice a term. Parents are encouraged to contribute to the Learning Log and insert information from home, photographs of achievements, holidays and family activities.

Parents are encouraged to engage in their children's learning in a variety of ways e.g. involvement in Gaelic Bookbug sessions, including parents in the life of the setting, informal meetings, sharing the termly overview and promoting Gaelic Websites, TV Programmes etc. Staff should greet parents and children in Gaelic and continue to speak in Gaelic to children when parents are present.

Children's learning experiences are further enhanced by visiting groups such as Hùb Hàb, People Who Help us – Vet, Farmers etc and by a range of visits to various places e.g. Local Shops, The Woods, The Beach, The Vets, The Farm etc.

Staff track the children's development through Argyll and Bute's Developmental Milestones programme and the wellbeing indicators (SHANARRI) are a core feature in planning. Staff are encouraged to be reflective practitioners using national resources, participating in peer evaluation and discussion and also by visiting other settings.

P1-3 Total Immersion

In the Gaelic Medium Class from P1-3, learning and teaching is wholly through Gaelic.

Literacy

An emphasis is put on listening and talking at this stage but children are formally introduced to phonics, grammar, writing and reading. Active learning is important and the environment should enable children to develop their literacy skills through a mixture of pedagogical approaches e.g Active Spelling, Role Play, Writing and Reading areas, listening to soundfiles, using digital skills etc.

Children have access to a variety of resources to develop their literacy skills and they hear Gaelic from more than one source, from other adults, from their peers, internet and media.

There is a strong focus on literacy as this unlocks access to the wider curriculum and lays the foundation for lifelong learning and work.

Planning and Tracking of skills for each area of literacy is done through using the schools tools. There is a Gaelic tracking system in place and this is available online so that all staff and the Head Teacher can monitor childrens' progress.

Moderation of literacy is done termly and all staff are involved in the process.

The children are assessed 3 times per term for writing and reading.

For writing children will be assessed on

1x Writer's Craft

1x Imaginative /Personal

1x Functional

For reading the 3 pieces include

1x Comprehension

1x Cloze procedure

If a NAR Reading assessment is available then this will be used.

Resources for literacy at this stage include;

Èisd is Dèan

Gaelic4Parents Audiobooks

Storyworlds

Lasadh

Facal agus Fuaim

Bloom's Buttons

Gaelic Big Books

An Sgaoth

Big Writing

Gaelic Writing Pyramids

Gaelic Dictionaries

Homework is literacy based and children learn their sight vocabulary, phonics and reading during the course of the week.

Numeracy and Health and Wellbeing

The Gaelic Medium Class from P1-7 learn skills using a variety of approaches and resources, however the main resource used to reinforce skills is Scottish Heinemann Maths. The Gaelic Medium Class adopts the whole school planning resource and this is linked closely to Heinemann Active Maths. Tracking of skills are recorded on the school's in-house tracker (see above) which is online.

Moderation of numeracy is planned and takes place every term. The focus of assessment is different each term.

Health and Wellbeing is a main focus of termly planning and the new rolling programme for Health and Wellbeing ensures that breadth and depth is achieved.

The children in P1-3 are mixed in with the P4-7 everyday and the Gaelic Classroom Assistants ensure that they are facilitating learning totally through the medium of Gaelic in close collaboration with the Class Teacher.

Weekly Joint Sessions with Sgoil-Àraich allow the children to take on a leadership roles they are buddies for the younger children.

Immersion Phase – P4-7

In the immersion phase, children begin to read and write skills in English Language and to learn at a quicker pace across curricular areas.

English writing skills are to be taught one day a week through the medium of Gaelic. English Reading skills are also taught through the medium of Gaelic. It is important that children have a secure foundation in Gaelic language to transfer to developing reading and writing skills in English language.

The school's English Reading resources are used to develop skills and children at second level are reading Gaelic Novels as their core reading book.

Reciprocal teaching for Gaelic reading ensures that breadth, depth and challenge are achieved.

Resources include;

Storyworld
Bloom's Buttons
In –House spelling programme
Dictionaries
Thesaurus
Novels
Big Writing

Resources can be obtained from organisations such as Stòrlann, The Gaelic Book Council, Gaelic 4 Parents, E-Storas etc

Assessment at the immersion phase for Literacy is the same as at the Total Immersion Phase.

While Skills in Gaelic Literacy continue to be the main focus of learning, experiences are extended through Interdisciplinary Learning and striving for depth in discrete subjects.

Personalisation and Choice is achieved when children are heavily involved in planning their learning (Moderation Cycle). Children in P5-7 participate in Endeavour Learning – this is wholly independent learning when children choose a subject they want to learn about in depth. The children plan and review their learning and identify their next steps. This approach to learning is highly skills based and aims to increase confidence as well as skills for learning, life and work. The children in P1-4 will also participate in a similar but simpler model to Endeavour where learning is based on the Plan, Do, Review approach.

AiFL Strategies are used in both immersion and total immersion stages.

English is the dominant language in the children's lives and when English is introduced they may revert to using English in the classroom environment. Every effort should be made to encourage and reward the development of oral Gaelic with class incentives and positive reinforcement.

Scotland

Learning about the Gaelic Language and culture is a central feature of learning about Scotland and helps children connect Gaelic to their knowledge and understanding of Scotland and of Islay.

The Gaelic Class should plan an Interdisciplinary Learning (IDL) opportunity once a year which will enable children to learn about and celebrate Scottish Culture. This could include learning about the language, music, culture, heritage, geography, history and literature.

It is important that children connect with members of the community who speak Gaelic, are familiar with folklore of Islay and who can enrich the learning. This also gives the children an opportunity to experience a variety of dialects.

Assessment

Assessment is used on a formal and summative basis. Assessment (AiFL) strategies are used in the classroom to self-assess, peer assess, show understanding and develop next steps for learning. This all helps to generate understanding of learning and allow children to speak the language of learning. The EA assessment protocol for literacy is followed and information is recorded and progress is monitored.

We have also begun to use The Literacy and Gàidhlig benchmarks to monitor progress. There is a wide variety of resources on the Local Authority Learning website which are used to support learning and teaching in Literacy and Gàidhlig.

Assessment Protocol

Stage	Target group	Assessment	Timing
Preschool	All children attending Sgoil Àraich	Gaelic translation of the baseline assessment	May / June of preschool year
P1	All P1 pupils in GME classes	English version of the Baseline Assessment Sections 1 & 2 only	September of the P1 year
P1	All P1 pupils in GME classes	Gaelic Phonological Screening Test (GL Assessment)	May / June of P1 year
P2	All P2 pupils in GME classes	Gaelic Phonological Screening Test (GL Assessment) P2 Gaelic Baseline Assessment (Phonics recognition and word reading only)	May / June of P2 year
P3	P3 pupils in GME classes where difficulties were identified in P1 / P2 based on normative data	Gaelic Phonological Screening Test (GL Assessment)	May / June of P3 year
P5	All P5 pupils who attended GME classes	Suffolk Reading Test	May / June of P5 year
P1-P7	All pupils	Oral Gaelic Assessment	August & June
P1-P7	All pupils	Spelling – key words Same to be tested each time e.g P5 done in Aug /June	August/June

We are familiar with the document, Gaelic Medium Education – Effective Interventions to Raise Attainment and use this as a guideline for our assessment and intervention.

Support

Children may require additional support with their learning and there are a variety of resources, strategies and approaches to enable children achieve their potential. All staff are responsible for planning differentiation to suit all abilities and to meet the needs of all.

Tracking and monitoring of children's progress ensures that support is implemented timeously and for more able pupils there is a high level of challenge to motivate and stimulate all learners.

There is a range of resources to facilitate support for learners.

These include;

In-house English spelling Programme

Dandelion Books

Toe by Toe

Doorway Online

Fuaimean Feumail

Fuaimean Còmhlà

Clicker 7

Pupil Support teachers and classroom assistants assist the class teacher by carrying out 1:1 time with children who require extra input.

The school is supported well by the Gaelic Education Support Officer. In her role she visits the school on a regular basis, advising staff and providing resources to enhance learning.

Staff also have the opportunity to participate in CLPL activities through attending An T 'Alltan and other events organised within the Education Authority.

Transitions

Children in Sgoil-Àraich learn together once a week and this makes transition into P1 very smooth. The older children in Sgoil-Àraich are also challenged in their learning and have the opportunity to work with the older children.

Secondary staff who are fluent Gaelic speakers visit the primary school to deliver their subject in Gaelic to the primary Gaelic class and close links with the secondary continue to strengthen and develop.

The transition programme is carried out between the class teacher and the Gaelic Teacher from Islay High School. This is literacy based with a focus on oral language and writing. Dependent on numbers the transition process may also include children from P6.

Entitlements and Experiences

Children in GME will experience learning in and outwith the school. A variety of experiences are planned across the school session. These include;

- Gaelic Orienteering – P1-7
- Hùb Hàb – P1-3
- Gaelic Bookbug – Sgoil Àraich – P3
- Blasad Feisgoil – P1-7
- Bushcraft – P1-7
- Off Island Trip – P5-7
- Mod participation- P1-7
- Fèis Òigridh - P4-7
- Fèis Bheag – Sgoil-Àraich –P3
- After School Clubs inc Lego etc – P1-7
- Participating in at least 1 performance e.g Panto, Assemblies, Burns Ceilidh , Nativity etc

These activities allow the children to have a breadth of experiences in the medium of Gaelic.

Sustainability of Gaelic

It is the ethos of Bowmore Primary that Gaelic is celebrated as unique feature of the school. Gaelic is spoken as much as possible by staff who are able to do this. Staff are positive about Gaelic and some take the opportunity to learn the language. Children from the Gaelic class are included in all activities in the school. They are encouraged to talk in Gaelic when speaking to adults outwith the classroom.

The English Classes learn Gaelic as a second language and there is a Gaelic Changemakers group that consists of children from both GME/EME. This approach ensures that Gaelic language can be integrated across the school by all children and by staff. Children from the Gaelic class participate in assemblies delivering their role in Gaelic . Newsletters include a Gaelic welcome / introduction. Where displays include contributions from all classes, the Gaelic class will provide their contribution in Gaelic first with an English Translation. Gaelic success and achievement is celebrated in the local press, put on Twitter and on the school website firstly in Gaelic with an English translation provided.

A Gaelic Open Day and coffee morning is organised to increase the numbers enrolling in P1 and in Sgoil-Àraich. The Open Day demonstrates to parents the benefits of bilingual learning and the school works closely with a variety of partners to promote Gaelic Medium Education. Our links with partners and organisations in the community are important for an inclusive approach to Gaelic and to ensure that Gaelic Medium Education is delivered through the 4 contexts for learning.

Our Partners include;

- Ionad Chaluim Chille Ìle (ICCI)
- Comann nam Pàrant
- CnaG
- Islay High School
- Education Support Officer- A&B- Catriona Garvin
- BnG
- Gaelic Bookbug
- Gaelic Cluster Primaries across the Local Authority