



Bun-sgoil Achadh na Creige
Rockfield Primary School

Poileasaidh Foghlam tro Mheadhann na
Gàidhlig



Gàidhlig Medium Learning and Teaching
Policy



Adhbhar/Rationale

"The Educational benefits of bilingualism are well documented. It is widely accepted that children speaking two languages seem to have a greater facility for handling all aspects of the thought process. Bilingualism can also enhance a child's prospect of successfully learning other languages."

Ro-ràdh/Introduction

Gaelic Medium Education gives children an opportunity to be immersed in Gaelic, become fluent and continue to develop their fluency in all aspects of Gaelic language. The environment to do this in should be one that stimulates and motivates learners and one that ensures the progression of Gaelic knowledge and skills.

Our main aim at Rockfield is for children to be fluent and equally confident in both Gaelic and English by the time they leave primary school. In doing so, they will fulfill the aims and goals of Curriculum for Excellence whilst accruing all the benefits of bilingualism.

We aim to ensure that children acquire and develop skills in Gaelic that will enhance their knowledge whilst enabling them to express their feelings, opinions, experiences and ideas, all through Gaelic language.

Amasan/Aims

- To deliver the Gàidhlig language at a time of natural learning for children.
- To promote the benefits of learning a second language.
- To promote confidence and enjoyment through active learning.
- To enable the children to acquire the Gàidhlig language through every day class activities.
- To develop our learners creativity through the Gàidhlig language.
- To immerse learners in the Gàidhlig language/culture.
- To create a sense of pride in learners knowledge and use of the Gàidhlig language.
- To raise awareness of different dialects/cultures.
- To encourage tolerance of other cultures.
- To raise awareness of the Gàidhlig media and arts.
- To foster inclusion throughout the whole school.

Uallach Luchd-Obrach/Staff Remits

Management Team

- To always positively promote the Gàidhlig language within the school.
- To recognise opportunities to promote liaison between the Gàidhlig and English stream of the school.
- To monitor and review the Gàidhlig Support for Learning programme.
- To provide support from external agencies for Gàidhlig speaking learners.
- To provide CPD opportunities for the GME staff.
- To provide an extensive and thorough Gàidhlig Medium curriculum in accordance with the CFE principles for Curriculum design.
- To ensure accurate and relevant information is available to families to support their child's developing bilingualism as part of GME.



Luchd-Teagaisg/Teaching Staff

- ☐ To positively promote the Gàidhlig Language at all times.
- ☐ To plan daily activities to meet the needs of all learners in their class.
- ☐ To liaise with colleagues and support staff.
- ☐ To plan a challenging and comprehensive curriculum for all learners in their class, in accordance with the CFE principles for Curriculum design.
- ☐ To promote active learning in their class.
- ☐ To use ICT effectively to address/improve present GME resource issues.

When we experience staff shortages priority will always be given to the Sgoil Araich and to primaries 1 -3 to ensure they have Gàidhlig speaking teachers. When we have to employ English speaking teachers we try to use their skills to our best advantage e.g. delivering English Literacy to Primary 4-7.

Luchd-Obrach/Non-Teaching Staff

- ☐ To positively promote the Gàidhlig language at all times.
- ☐ To liaise with and support all teaching staff.
- ☐ To engage with Gàidhlig speaking learners in Gàidhlig at all times as much as possible.

Parantan/Parents

- ☐ To promote the Gàidhlig language at all times.
- ☐ To liaise with all school staff.

Ionnsachadh agus Teagaisg - Learning and Teaching

Children are predominantly taught through the medium of Gaelic in all areas of the curriculum.

From P1 towards the end of P3, pupils learn Gaelic through total immersion. Teachers utilise all learning and teaching opportunities to immerse children in listening and talking in Gaelic - through songs, structured play, stories, language games, drama, storytelling, art activities and visual aids, all with an emphasis on modelling of words. A great emphasis is put on the praising of all attempts at speaking Gaelic by the children.

English literacy is introduced towards the end of P3 or early P4 and from then onwards, literacy skills progression is in Gaelic and English with Gaelic remaining as the principal language of the classroom.

Teachers and children should be assisted by support and non-contact staff who speak high quality Gaelic to re-in force high quality learning in all areas through Gaelic.

At Rockfield, we aim to ensure that we have an effective, progressive and consistent approach in introducing children to Gaelic language and as they continue their learning journey through Gaelic, that they are developing their fluency whilst applying it across all subjects and areas of the curriculum.



Ìre toiseachaidh 'san Sgoil Àraich - Gaelic input in the Nursery

During the nursery session children benefit from a Gaelic group time where children are introduced to Gaelic through various opportunities including songs, stories and games. In free flow play, children are given opportunities to speak in Gaelic as they engage in learning experiences. In this way children will gradually learn Gaelic and feel confident in doing so. Children are encouraged and praised for speaking in Gaelic.

For those who enrol their child(ren) in Gaelic Medium Education there are frequent opportunities to mix with the Gaelic classes such as enterprise activities and sharing of learning mornings. There are also regular transition visits to the primary 1 Gaelic class as well as Bookbug sessions and song and rhyme sessions with visiting native speakers such as Duncan MacNeil.

Ìre Bogadh Iomlan - Total Immersion Phase

The main emphasis of the total immersion phase is on the acquisition of Gaelic vocabulary and that children will be orally competent in Gaelic by the end of P2. **Gaelic is the only language used in this phase.** The exceptions to the total use of Gaelic would be in situations such as comforting a child who is distressed, explaining any health, wellbeing or safety issues or in an emergency situation. Learning is promoted through eye contact, body language, facial gesture, head movement, songs/rhymes and active learning. Collaborative learning approaches should be used daily to promote the learners use of their Gàidhlig with their peers. GME staff should speak Gàidhlig at all times in the class. Where further clarification is needed for a pupil perhaps at Nursery/P1 stage, a mix of Gàidhlig/English is acceptable but shouldn't become a regular occurrence e.g Cuir ort do shoes agus jacket, Trobhad agus suidh sìos air am floor an seo.

During the first term of P1, children experience Gaelic through listening and developing their own skills in understanding and talking in Gaelic. As they develop and practise these skills, they will then be introduced to reading and writing in Gaelic.

In the Total Immersion Phase, our aim is to:

- provide a total immersion experience by modelling high-quality Gaelic language in a stimulative way
- provide a caring and nurturing environment in which to encourage all pupils to speak Gaelic as soon as possible
- praise and encourage the development of children's social language and build confidence in its usage as their vocabulary extends
- correct inconsistencies in spoken Gaelic by responding, modelling and repeating in a sensitive and engaging way
- ensure all children hear Gaelic in a range of contexts and have opportunities to hear Gaelic out with the classroom
 - develop familiarity with the structure and rules of the Gaelic language to assist in the development of their reading and writing skills.
- develop an awareness of the richness and diversity of Gaelic culture. The total immersion phase will last until late in P3 or early P4 - introduction of English literacy will be as



a result of on-going use of assessment and teachers' monitoring and tracking of children's progress, including the use of the Gaidhlig progression framework to assist in the assessment and moderation of children's achievement and attainment in Gaidhlig.

- At this stage, the majority of learners will be working within the first curricular levels of Literacy and Gàidhlig.

Ìre-bhogaidh - Immersion Phase

Following on from Total Immersion, the Immersion Phase will enable children to acquire English literacy skills whilst the entire curriculum is still taught through the medium of Gaelic, across all subjects and aspects of learning. Initially, during the immersion phase, there may be occasions where some children might return to total immersion to address particular aspects of fluency.

The recommended percentage of time allocated to Gaelic and English language learning will decrease / increase from a 90% / 10% split by the end of P3 through to a 50% / 50% equal competency by the end of P7.

Reading skills acquired in one language are transferrable to another so children tend to progress quickly once they start reading in English. In the case of specific specialist vocabulary e.g. Mathematical and Scientific terminology - the equivalent English term should be given for children in P6 and 7 in order to achieve fluency in both languages.

In the Immersion Phase, our aim is to:

- ensure that Gaelic is the language of learning and communication across the curriculum. (Translating from Gaelic to English to aid understanding is ineffective practice as children should be encouraged to explain in Gaelic to aid their language development.)
- increase accuracy of spoken Gaelic and add depth to learning by hearing authentic and idiomatic Gaelic. (See Sensitive Error Handling Policy)
- increase and develop vocabulary, language structure and skills, grammar and vocabulary specific to other curricular areas in creative and enjoyable ways
- provide active learning and inter-disciplinary learning opportunities in order to continue acquisition of Gaelic through real life contexts.
- continue an appreciation of the importance of Gaelic language and culture
- provide opportunities for children to hear and experience Gaelic out with the classroom

Additional Support Needs in GME

'A need for additional support does not imply that a child or young person lacks abilities or skills. For example, bilingual children or young people, whose first language is not English,



may already have a fully developed home language and a wide range of achievements, skills and attributes. Any lack of English should be addressed within a learning and teaching programme which takes full account of the individual's abilities and learning needs.'

Supporting Children's Learning, Code of Practice, SEED, 2005

Steps will be taken to 'improve provision for children in GME who require additional support in their learning'. Effective partnerships with parents and carers will help to identify and assess appropriately any learner's additional support needs. Children will be involved in planning and reviewing levels of support as is appropriate. Early identification of barriers and subsequent support is vitally important in ensuring that every learner has every opportunity to achieve as highly as possible. The language of delivery of additional support will depend on the needs of the child, the availability of resources and the availability of suitably qualified staff.

If a child has received support throughout the total immersion stage and continues to require support at the beginning of the immersion phase, a decision should be made about the way forward in consultation with the child's parents and in the best interests of the child.

Switching from Gaelic medium to English medium education, as is practice in some schools is not a solution to meeting the learning needs of some pupils. All staff need to be responsible for planning suitable programmes of learning for all children and young people regardless of individual abilities, to enable all learners to receive their entitlement to an education that meets their needs.

'Across stages, schools should not assume that children and young people who need support in their learning are not required to learn through the medium of Gaelic.'

(Advice on Gaelic Medium Education February 2015)

Our intention for children diagnosed with specific literacy difficulties such as dyslexia, would be to present strategies to allow them to continue to access reading/writing in Gàidhlig. Early prevention and intervention programmes would be drawn up, based on robust assessment evidence, to target and support children who might be at risk of doing less well as they progress through the senior stages. Only in very limited circumstances, i.e. where there is a significant mismatch in children's reading/spelling age and chronological age will the decision be taken to focus on written English. This will be reviewed periodically to allow them the opportunity to maintain and further develop their achievements already made in the Gaelic language.



ASN Gaelic Resources

- Deuchainn Fuaimneachadh Gàidhlig
- Fuaimnean Feumail - Gaelic Code Cracker
- Fuaimnean Còmhla
- Ceitidh: Scottish Gaelic computer
- Clicker 6/7
- Penfriend XL
- Wordshark

Aonachadh 'san Sgoil/Inclusion with Mainstream Peers

Children in Gaelic Medium Education classes and Mainstream classes are inclusive in many aspects and areas of school life and are encouraged to embrace each other's learning and the relevance of languages as their first or second additional language. Examples of opportunities to integrate are:- Inter-Disciplinary learning, Outdoor residential opportunities such as Ardentinny and Stramash, P7 Graduation, School assemblies, Clan meetings, various sporting activities and Extra Curricular activities.

Imeachd dhan Àrd-Sgoil - Transition to Secondary

As one of the feeder Primary schools of Oban High School, children that are taught in Gaelic Medium Education at Rockfield would transition to continuing Gaelic as a Language subject. To support a successful transition, Gaelic staff and pupils from Oban High School will visit Rockfield as part of a transition project completed in conjunction with Strath of Appin Primary School.

An Cànan Gàidhlig/Gàidhlig Language Programme

Oral Gàidhlig Language

An oral Gàidhlig language programme is in place from the Nursery to Primary seven in accordance with the CFE levels, and to tie in with The Gaelic Progression Planners. This should be used to plan, record and assess the progression and development of the children's Gàidhlig language skills. Oral Gàidhlig language work should be used to introduce, reinforce and consolidate Gàidhlig language structures, idioms and grammar. It is through this oral work that the learner's natural ability to use the Gàidhlig language is enhanced and further develops. Particular attention should be paid to the children's pronunciation ('blas') to ensure words are phrased correctly.

Measadh airson Ionnsachadh - Assessment

In order to better support pupils in meeting identified needs, there must be strong correlation between the outcomes of assessment and teaching. All teachers need to be aware of the language development, as well as the learning needs of pupils when making a judgement about performance and achievement of bilingual learners across the curriculum. Individual Learning Records (ILRs) will help to track and monitor individual's progress across and within levels in Literacy and Mathematics. These assessments inform planning and are used to support identification of additional support needs and targets for the future. ILRs



will be shared with parents at Parents Evenings and used to inform targets in the termly Target Letters.

Teaching staff will use the Oral Gaelic Language Planning and Assessment resources available on SALi as well as Argyll and Bute's Assessment Protocol, in order to

- Gauge the language acquisition stage at which pupils are operating
- Identify how to develop language acquisition
- Assess that improvement has been achieved.

Argyll and Bute Assessment Protocol in GME

Stage	Target group	Assessment	Timing
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	May / June of preschool year
P1	All P1 pupils in GME classes	English version of the Baseline Assessment Sections 1 & 2 (Task 1) only Oral Gaelic Language Assessment	September of the P1 year
P1	All P1 pupils in GME classes	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 <i>Gaelic Literacy and Numeracy ILRs to be updated termly (Rockfield)</i>	May / June of P1 year
P2	All P2 pupils in GME classes	Gaelic Phonological Screening Test (GL Assessment)	May / June of P2 year



		<p>Gaelic Baseline Assessment Section 3 (Task 4 & 5)</p> <p>Oral Gaelic Language Assessment</p> <p>Gaelic Phonics tracking / baseline assessment</p> <p>HLP Common Gaelic Words - tracking and assessment</p> <p>Gaelic Literacy and Numeracy ILRs to be updated termly (Rockfield)</p>	
P3	P3 pupils in GME classes where difficulties were identified in P1 / P2 based on normative data	<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 / baseline assessment</p> <p>HLP Common Gaelic Words - tracking and assessment</p> <p>Gaelic Literacy and Numeracy ILRs to be updated termly (Rockfield)</p>	May / June of P3 year
P4	All P5 pupils in GME classes	<p>Parallel Spelling in English / WRaPS assessment</p> <p>Suffolk Reading Test in English (for those pupils who appear ready - teacher discretion)</p> <p>Oral Gaelic Language Assessment</p> <p>Gaelic Phonics tracking / baseline assessment</p> <p>HLP Common Gaelic Words - tracking and assessment</p> <p>Gaelic Literacy and Numeracy ILRs to be updated termly (Rockfield)</p>	May / June of P4 year
P5	All P5 pupils in GME classes	<p>Suffolk Reading Test in English</p> <p>Parallel Spelling in English</p> <p>Oral Gaelic Language Assessment</p>	May / June of P5 year



		<p>Gaelic Phonics tracking / baseline assessment</p> <p>HLP Common Gaelic Words - tracking and assessment</p> <p>Gaelic Literacy and Numeracy ILRs to be updated termly (Rockfield)</p>	
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 / baseline assessment</p> <p>HLP Common Gaelic Words - tracking and assessment</p> <p>Gaelic Literacy and Numeracy ILRs to be updated termly (Rockfield)</p>	May / June of P6 year
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 / baseline assessment</p> <p>HLP Common Gaelic Words - tracking and assessment</p> <p>Gaelic Literacy and Numeracy ILRs to be updated termly (Rockfield)</p>	May / June of P7 year

Mòr-chruinneachainn/Assemblies

When school pupils are asked to contribute to assemblies or for an event e.g. St Andrews/Nativity etc then they should be done bilingually ensuring a 50/50 balance of both Gàidhlig and English.

Cruth a Chàinain/Modelling the language for learners

It is the class teacher's responsibility to ensure that Gàidhlig is always the spoken language of the class. Incentives/rewards should always be used to foster the use of Gàidhlig- e.g. class/group/house points, stickers, praise, responsibilities, opportunities to take part in outside media (BBC) e.t.c.



Gaelic usage will also be encouraged through 'Àm na Gàidhlig' (Gaelic Time) by providing a fun and engaging opportunity to use Gaelic in differing situations and with children from other Gaelic classes.

As a positive role model for our pupils, GME staff should always speak Gàidhlig to Gàidhlig speaking staff when GME pupils are present. This promotes the value and importance of the language across the school. We cannot expect our pupils to use their Gàidhlig at all times if we as their role models are not setting a positive example to them.

Where a pupil experiences a word or phrase in Gàidhlig they are not familiar with and they struggle to decode it, they should firstly be encouraged to locate the meaning in a dictionary or their teacher should draw/describe what it is. The English translation should not be used as this completely undermines their Gàidhlig language skills by using their first language (English) instead of utilising their GME skills. Once pupils start depending on their English language skills in this way it is very difficult to retrain them to not do this. It also leads to pupils putting English into spoken/written work as they code-switch without realising it.

ICT in Gaelic Education

GME pupils at Rockfield Primary should have the opportunity to use technology in Gaelic wherever possible. There are a variety of Gaelic technological tools and interfaces available today such as browsers, office applications, websites and other assistive technologies which children will be encouraged to utilise both at school and at home. Materials relating to ASN in GME such as the Gaelic text to speech software, Ceitidh will also be utilised to help those who require additional support.

A-mach As An Sgoil/Extra-curricular activities

To truly understand the Gàidhlig language it is vital that our learners are given every opportunity to explore and experience the Gàidhlig language out with the direct school environment. Children participate in many Gaelic opportunities throughout the year, where they have the opportunity to celebrate Gaelic language and culture whilst meeting other children from G.M.E classes/schools. These include:-

- Local and National Mods

- Cuach na Cloinne football festival

- Seachdain Dùn-Èideann

- Gaelic Television and Radio programmes

- Glow Meets

- Àm na Gàidhlig

- Lynn Court Ceilidh



- Mòd Club
- Gaelic Pupil Council
- Gaelic Reading Council
- High School Gaelic Transition Project
- Links with schools who teach through the medium of Gaelic or offer Gaelic as a subject such as Strath of Appin Primary School and Sir E. Scott School
- Gaidhlig Conversation Circles

These are paramount in developing the learner's skills and their understanding of the Gàidhlig language. Through meeting other GME learners, the learners learn to appreciate the true value of the Gàidhlig language and appreciate the language more naturally.

School Ethos and Environment

"Gaelic should have equal status with English in the school environment. It should be seen and heard and feature prominently in the school ethos"³

It is essential that children in GME at Rockfield feel that their school experience is of equal validity to that of children in the English medium education. It is therefore the responsibility of all staff to ensure that Gaelic is recognised throughout the school and in whole-school activities such as assemblies, the school website, newsletter etc. Gaelic should be visible and audible in and around the school in daily activities such as assemblies, breakfast clubs, and in the school dining room. Gaelic will also be reinforced through school signage, websites and communication.

Since the Gaelic and English medium provision is situated together, there should be an opportunity for the pupils in English medium to learn Gaelic and learn about Gaelic heritage as part of Scotland's identity. In best practice, children in English medium provision have opportunities to learn Gaelic using the Curriculum for Excellence Experiences and Outcomes for Gaelic (Learners) as their first additional language. They also have an opportunity to develop their understanding and knowledge of Gaelic language and culture as part of Scotland's identity during specific whole school focus weeks.

Achievements by children in the Gaelic festivals will be celebrated at whole school assemblies and in the local press. Mainstream pupils will be encouraged to take part in Gaelic activities and will get the opportunity to perform with the Gaelic children at concerts or at The Mòd.

The Gaelic Pupil Council's launch of 'Abairt na Seachdainne/Phrase of the week' will be shared at weekly assemblies, online via the school website and also on learning boards in each classroom. Such an approach to the learning of Gaelic by all children means that the



Gaelic language can be used and integrated across the school by staff and children. This gives relevance to the learning of Gaelic and assists in creating an ethos that is centred on Gaelic. (Advice on Gaelic Medium Education February 2015)

OBAIR NA CLOINNE/DISPLAYS

All displays from Gàidhlig classes out with the class (areas etc) should be in Gàidhlig to ensure a balance of English/Gàidhlig displays throughout the school. Any whole school displays should have Gaelic representation to promote inclusion across the school?

Displays within the class -

1. Nursery to P3 - all displays should be in Gàidhlig.
2. P4-P7 - A balance of displays (50/50)

School, Family & Community Partnerships

Rockfield Primary believes in the power of strong family, school and community partnerships as a conduit to positive learning outcomes for all of its students. Important links have been developed which particularly enhance Gaelic language acquisition or Gaelic culture within the school and the community such as:

- Oral language and Bookbug sessions with Duncan MacNeil
- Mòd Academy Support from Mary Catherine MacNeil
- Gaelic ceilidhs at Lynne Court
- Transition links with Oban High School
- Gaelic Taster session for adults
- Gaelic Open Morning
- Gaelic Tea towel Project in partnership with Comann nam Pàrant
- Gaelic community fundraising ceilidh
- Gaelic support sessions from Catriona Garvin (Gaelic Educational Support Officer)
- Individual speakers from local community i.e. SAMS, Rockfield Community Centre

Staff will continue to work closely with Comann nam Pàrant, and The Gaelic Pupil Council to involve pupils and parents in implementing school policies and planning school initiatives and events.