

Bun-sgoil Taobh na Pàirce



Poileasaidh Ionnsachaidh agus Teagaisg

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Taobh na Pàirce School Vision

To provide a *Gaelic* learning environment of the highest quality that enables every child to explore their world and flourish within it.

Rationale

The purpose of our Learning and Teaching Policy is to provide a shared understanding amongst school staff and parents of what constitutes very good effective practice in Gàidhlig Medium Education, and how it impacts on pupils' attainment and achievement.

The value of learning in a second language provides the opportunity for

- increased cultural and linguistic awareness
- a more highly developed facility with language in general
- an apprenticeship for the acquisition of a third language
- a sense of pride and confidence and a positive attitude to multi-language use
- an enhanced contribution to pupils' social and intellectual growth
- a heightened awareness of "Scottishness" in a European context
- an opportunity to hear and use a language spoken by people throughout Scotland by developing inter-relationships with the *Gaelic* community
- an opportunity to enjoy learn and appreciate aspects of *Gaelic* music, poetry, song and story
- the development of a range of positive attitudes and opportunities for personal development including tolerance, enjoyment, co-operation and sharing

A Curriculum for Excellence:

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. The curriculum establishes Experiences and Outcomes so that our children are fully supported as they grow into the four capacities outlined below:

successful learners	confident individuals	responsible citizens	effective contributors
attributes <ul style="list-style-type: none">enthusiasm and motivation for learningdetermination to reach high standards of achievementopenness to new thinking and ideas	attributes <ul style="list-style-type: none">self-respecta sense of physical, mental and emotional well-beingsecure values and beliefsambition	attributes <ul style="list-style-type: none">respect for otherscommitment to participate responsibly in political, economic, social and cultural life	attributes <ul style="list-style-type: none">an enterprising attituderesilienceself-reliance
capabilities <ul style="list-style-type: none">use literacy, communication and numeracy skillsuse technology for learningthink creatively and independentlylearn independently and as part of a groupmake reasoned evaluationslink and apply different kinds of learning in new situations.	capabilities <ul style="list-style-type: none">relate to others and manage themselvespursue a healthy and active lifestylebe self-awaredevelop and communicate their own beliefs and view of the worldlive as independently as they canassess risk and make informed decisionsachieve success in different areas of activity.	capabilities <ul style="list-style-type: none">develop knowledge and understanding of the world and Scotland's place in itunderstand different beliefs and culturesmake informed choices and decisionsevaluate environmental, scientific and technological issuesdevelop informed, ethical views of complex issues.	capabilities <ul style="list-style-type: none">communicate in different ways and in different settingswork in partnership and in teamstake the initiative and leadapply critical thinking in new contextscreate and developsolve problems

Curricular Areas:

The eight curricular areas, which our children will study, are:

Languages and Literacy

Religious and Moral Education

Mathematics and Numeracy

Sciences

Health and Wellbeing

Social Subjects

Expressive Arts

Technologies

Levels and Stages of Learning

Ire/Level

Stage

Trath/Early

Pre-school/Nursery and Clas 1

Chiad/First

Clas 2 to Clas 4

Dara/Second

Clas 5 to Clas7

Treas/Third

S1 to S3

It is important to note that these are given as guidance and that some children will reach their levels earlier or later than their peers.

5.1

The Curriculum

(see Curriculum Policies for information about individual areas)

Aims

To have the highest standard of teaching and learning experiences which takes account of:

The Seven Principles of Curriculum Design - (A CfE)

Challenge and enjoyment

Pupils should be active in their learning and have opportunities to develop and demonstrate their creativity. Learning experiences should motivate and inspire pupils.

Breadth

All pupils should have opportunities for a wide range of activities so that they can learn and develop in a variety of ways. There should be sufficient **breadth** in their overall experience to help them make choices as they move through school.

Progression

Pupils' learning should be progressive, building on earlier knowledge and achievements.

Depth

As well as having a broad range of experiences, pupils should also have opportunities to work in depth. As they progress they should be able to draw different strands of learning together and explore and achieve more advanced levels of understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. Pupils have opportunities to exercise responsible personal choice as they move through their school career.

Coherence

Taken as a whole, pupils' learning activities should combine to form a coherent whole. There should be clear links between the different aspects of their learning.

Relevance

Pupils should understand the purposes of their activities. They should be able to see the value of what they are learning and its relevance to their lives, in the present and the future.

Gàidhlig Medium Education at Bun-sgoil Taobh na Pàirce

Total Immersion Sgoil Àraich - Clas 3

- Developing fluency in Gàidhlig through games, stories, rhymes, songs and the daily routines of the class, is the first and foremost target. There will be a very strong focus on listening and talking in Gàidhlig
- Experiences and outcomes are grouped together to give opportunities firstly to listen to, understand and then talk in Gàidhlig.
- Reading and writing skills in Gàidhlig are introduced as learners master the above skills. (For children who are learning Gaelic as their second language, this will be later than for their English medium peers)
- Learners will be learning in the four contexts of the curriculum - the curriculum area, interdisciplinary learning, the life and ethos of the school and personal achievement within and beyond the school.
- Developing skills, knowledge and understanding in other curricular areas and subjects is achieved through the medium of Gàidhlig.
- Assessment in these other curricular areas and subjects will be completed through the medium of Gàidhlig.
- Cross curricular activities will afford opportunities for the assessment of literacy and knowledge of language.
- English phonics introduced in Term 3 of Clas 3

Immersion Clas 4 - Clas7

- All of the curriculum continues to be delivered through the medium of Gàidhlig with a strong focus on Scottish and Gàidhlig culture
- Reading and writing skills in English are introduced in Clas 4
- The language of the class during this phase is always Gàidhlig and all oral language activities are completed through the medium of Gàidhlig.
- English texts will be used, as appropriate, to develop skills, knowledge and understanding of all curricular areas.
- In all oral language activities, and in Gàidhlig reading and writing activities there will always a focus on language development together with other curricular targets
- Assessments of knowledge and understanding in all curricular areas will be completed in English or Gàidhlig, depending on the learning intentions.

Gaining fluency in a language is an ongoing process that takes many years and the four contexts of the curriculum will present opportunities for further development of fluency in Gàidhlig to the end of Second Level/Third Level and beyond.

When we experience staff shortages priority will always be given to the Sgoil Àraich to Clas 3 so that 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 Clas 4-7.

Learning to Talk - Talking to Learn

At Bun-sgoil Taobh na Pàirce talk is at the centre of learning from Nursery to Clas 7. Language is not just a tool for teaching but is also a tool for learning. As pupils are learning to talk, they are talking to learn.

- Teachers will use a range of learning approaches and activities, in keeping with the principles of curriculum design outlined in *Building the Curriculum 3*.
- Tasks must be organised so that pupils have to talk to achieve their goals through collaborative talk.
- On-going assessment of language learning must be woven in with assessment of concept/content learning.
- In oral language activities pupils must acquire the language of higher order thinking skills to develop the ability to use language to explore ideas and consolidate their thinking.
- Pupils may sometimes struggle to get the vocabulary, and their speech may not always be grammatically correct, they are nevertheless encouraged to try and express their ideas and opinions.
- At all levels pupils must have opportunities to participate in games, drama, storytelling, learning songs and rhymes to extend their language repertoires and to try out new language in talk before they are able to use that language in reading and writing.
- In all areas of the curriculum teachers must plan for explicit teaching of new language, structure of language and function.
- Pupils should develop their knowledge of language, their understanding of concepts and the acquisition of information. through oral language activities.
- Across all level teachers must plan for opportunities to listen to new language to extend knowledge of language e.g. storytelling, poetry, songs, individual and group presentations, community activities.
- Lesson must be organised so that pupils are engaged in purposeful talk, and Gàidhlig language learning and content learning sit side by side.
- The use of the four contexts of the curriculum - the curriculum area, interdisciplinary learning, the life and ethos of the school and personal achievement within and beyond the school - is key to providing opportunities for learners to develop and apply their fluency.

5.2 Teaching for Effective Learning

Effective Learning and Effective Teaching:

- promotes social inclusion and equality for all
- sets high and realistic expectations for all
- actively engages learners and promotes high self-esteem
- develops commitment, responsibility and independence in learners
- promotes creativity, flexibility and innovation *CEC guideline

Effective planning enables our school to run smoothly. We use an electronic diary and it is the responsibility of individual members of staff to check the diary and enter any relevant dates for their class by giving information to the core staff who can add or delete information.

The SQIP (The Standards Quality and Improvement Plan) is created by evaluating our progress and this informs our next steps. This has implications for the areas of focus each year and it is vital that staff development refer to the SQIP when planning professional development.

PLANNING FOR PROGRESS AND ACHIEVEMENT

We have selected themes to deliver the Curriculum for Excellence and the forward planning resources will allow teachers to focus on teaching and spend less time on planning. Class teachers may adapt these themes to take into account the needs of their own class, and any local, international or unexpected events which are relevant to the study and record as appropriate.

Significant Aspects of learning

- Planning and assessment must take account of Experiences and Outcomes across all curricular areas and also the Significant Aspects of Learning which have been identified for each area or component of the curriculum.
- Planning must offer learning and teaching opportunities that are appropriate to each child for all areas of the curriculum.

Pupil Interest

Planning must take into account pupils interests, previous knowledge and understanding and give pupils opportunities to lead the learning and be involved in areas of planning.

Pupils must have a rich learning experience and there must be flexibility and adaptability in termly planning to account for learners' needs.

Sgoil Àraich

- Planning for seasonal activities is done termly
- Responsive planning sheets are completed on a weekly basis to account for individual and group interests
- Weekly plans are displayed for parents to view
- Big Books are used to evidence children's learning and include children's work, children's comments and photographs
- All sgoil àraich staff input to weekly planning session to make up a 2-3 weekly plans using CEC planners - with a focus on children's learning in Maths, Literacy H & W plus one other area.
- The Environmental Focused Learning Plan runs alongside the 2/3 weekly plans. It shows how staff plan to resource each area of the nursery and the focus of learning from these plans should be evident in the different nursery areas.

Termly Planning C1-7

- Forward planning dates are issued at the start of each session.
- Termly planning sessions for forward planning are included in Working Time Agreement
- Collaborative planning at all stages is encouraged -
- Planning formats are available on shared folder
- The key areas for focus are identified.
- The main resources and programmes to be used must be identified.
- Activities to work with Buddy Class must be identified
- Areas for assessment must be identified
- Discussions with senior management termly to discuss planning and attainment

Weekly Planning

- Plans will always be available on the teacher's desk.
- Plans for the following week will be available by the end of Friday
- One hour per week has been included in the Working Time agreement for Collegiate Planning Sessions
- Planning will show clear learning intentions for all lessons
- The Gàidhlig language focus of each lesson/area of learning will be identified
- Tasks, activities and resources will be clearly identified
- Pathways for Literacy and Numeracy should be used to create manageable learning steps
- Assessment strategies will be identified and impact of learning noted for next steps and future planning (Write Say Make Do)
- Teachers will record evidence of learning in daily planner
- Teachers will regularly self-evaluate their teaching strategies and impact on learners
- Teachers will share appropriate planning with Learning assistants

Providing Feedback on Pupils' Work

It is always preferable that marking of pupils' work is done in their presence but this is not always possible. Effective formative assessment can also be achieved through distance marking. By using a marking code teaching staff can inform pupils about improvements they can make and next steps. Comments written by teachers should be dated. Pupils should also be encouraged to respond to comments on their work and add their own.

Feedback must always focus on the success criteria that was established at the beginning of the lesson. The information in the feedback should support the learning intention, identify the pupil's strengths and understand areas for development. Pupils should be encouraged to evaluate their own work and reflect on their success and discuss how to improve.

Correction Code

Code in margin	Meaning	Where is it written in text?
L	spelling mistake	Above the error
<u>A a</u>	case error	Line drawn under error
-	full stop or comma error	Line drawn under error
//	new paragraph	// where new paragraph should be
^	word missing	^to indicate insertion
< >	improve vocabulary	Words to be improved underlined
g	grammatical error	Words underlined
P	punctuation error	In text to show where correction is to be made
?	confusion in text see teacher	In margin
	good progress- continue	At point of review of work
	stop! think! talk to teacher	At point of review of work

Evidence of Learning

Evidence of Learning

Evidence of pupils' work is generally kept in jotters, folders, and PiP. On-going assessments that reflect a pupil's progress should be stored. This may take the form of written work, drawings, diagrams, models. Displays of pupils' work will reflect on-going learning and achievement.

Jotters

Pupils will write the date on the left hand side.

The title of the work should be underlined.

Teachers will record correction code in the left hand margin.

When starting a new paragraph, pupils will miss a line.

A line should be drawn with a ruler under a completed piece of work.

Pupils must not scribble or draw pictures in their jotters unless appropriate to the work.

Mathematics

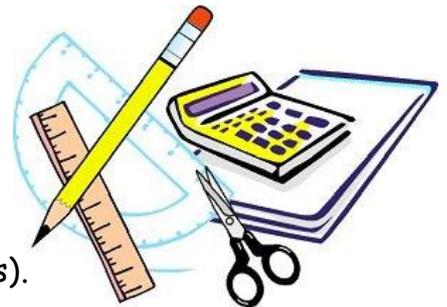
All work must be dated and labelled.

Numbers will be written inside a square.

Lines will be drawn using a ruler.

Decimal points will be written on the line between boxes.

Working for questions must be shown (unless mental maths).



Observations

Teachers learn about pupils' progress through regular observations of pupils as they plan and carry out activities. Teachers listen to pupils as they talk to each other and teachers regularly talk to their pupils and ask questions to gather information about learning.

Recording Learning

Teachers have access to iPads to record evidence of class activities and individual achievements. This may include photographs, sound and video recordings. Video evidence can be extremely useful for closely analysing pupils' achievements, and can be viewed by the teacher and pupils at a later date.

Pupils should also be encouraged to record their own progress with photographs, certificates etc.

There are a number of apps e.g. Evernote, Notability that are very useful for recording pupils at work and teacher and pupil comments can be included as the activity is being observed.

This makes the observation more accurate and does not require returning to notes at a later date.



Learning Logs

We are exploring a range of ways to record evidence of learning for Social Studies and Interdisciplinary Learning through Class Learning Logs/ Learning walls. This may include photographic evidence of activities, explicit learning intentions, examples of successful learning, comments from pupils and teachers reflecting on activities and learning, and making connections to other learning.

5.4

Assessment: Recording and Reporting

Aifl is part of the day-to-day life of the classrooms:

- Learning intentions are shared and displayed in the class
- WHAT, HOW, WHY -we are learning, is clearly understood by learners
- Learners are actively involved in creating the Success criteria
- Effective questioning is used to extend thinking (Bloom's, HOTS)
- Pupils are taught how to peer/self-assess
- Feedback is clear and specific and helps learners to improve
e.g. reminder prompts; scaffold prompts; example prompts (Shirley Clarke)
- Learning is regularly reviewed to aid recall and retention Learning walls/Books
- Connections are made across learning
- Assessment strategies must be identified in plans and impact of learning noted for next steps and future planning (Write Say Make Do)
- Pupils are actively engaged in **assessing what** they have learned but also in **evaluating how** they have learned
- Evidence for learning should be kept by class teacher and progress of individual pupils recorded
- Pupils should be encouraged to identify evidence of their own learning - Tête-à-Tête
- Examples of work which achieves the success criteria should be displayed
- Classroom displays must reflect on-going learning. Some displays will be evidence of learning while other displays will **support** learning.
- Talking tubs, Learning Walls, Floor books, KWL grids etc. used in Plenary Sessions to reinforce and connect learning

Personal Learning Planning:

- Each term learning targets for Literacy, Mathematics, Health and Well-being and Cross Curricular Topics are shared with parents/carers e.g. on Parent's evenings pupils or on Class Blog
- Tête-à-Tête - Staff meet with individual pupils twice yearly to formally help them to discuss and evaluate their learning experiences and identify new targets
- Pupil voice will be developed by discussion and evaluations of pupils' learning and consider: What they have enjoyed, found difficult, new learning and targets for the following weeks.
- Tête-à-Têtes will go home twice yearly to enable parents to have a conversation with children about their learning and next steps and give feedback
- Throughout the term, with support from teachers/learning assistants, pupils will find evidence to show how they have progressed with meeting their targets
- Wider achievements and experiences outwith the school are discussed by pupils and class teacher and recorded in Tête-à-Tête
- In class, pupils reflect and celebrate wider achievements

Whole School Assessment

Each academic session the Support for Learning teachers and the Leadership team carry out summative assessments in designated areas of the school. These assessments inform planning and are used to support identification of additional support needs. It is important to remember that these tests are only a snapshot of pupils' achievements and that teachers continually gather evidence through formative assessment.

Stage	Test	Time of Test
Nursery		
C1	Baseline Maths and Language (in English) Facail Cumanta Leughadh	August End of each term
C2	Baseline Progress test Maths/Lang (Gaelic) Facail Cumanta / Sar sgrìobhadh	December End of each term
C3	GPST Facail Cumanta / Sar sgrìobhadh	October End of each term
C4	NGRT PIM8 SSLN	May
C4	SWST Facail Cumanta / Sar sgrìobhadh	Aug/May End of each term
C5	SWST SRS Facail Cumanta / Sar sgrìobhadh	Aug/May May End of each term
C6	SWST SRS Facail Cumanta / Sar sgrìobhadh	Aug/May May End of each term
C7	NGRT - PIM11- SSLN SWST Facail Cumanta / Sar Sgrìobhadh	May Aug/May End of each term

GPST - Gàidhlig Phonological Screening Test

NGRT - National Graded Reading Test

SRS - Suffolk Reading scale

PIM - Progress in Maths

SWST - Single word spelling test

Facail Cumanta - Common Gàidhlig Word Sets

Sàr Sgrìobhadh - Big Writing Gàidhlig/English

SSLN Scottish Survey of Literacy and Numeracy

We are required to take part in a National Survey of Achievement each year where a number of pupils are selected at random at C4 and C7 to inform the government of achievement across the country. Parents are informed if their child is chosen. Test submissions are anonymous.

Reporting to Parents

Each class has its own page on our website where class events and activities can be recorded.

An overview of class plans will be sent out to parents at the beginning of each term.

Term 1

- Curriculum Evening in September - Staff to share termly planning - whole year overview, class procedures, timetable, homework
- Parents' evening in October
- Tête-à-Têtes with discussion about learning go home when they are completed. (Pupils will complete this process individually throughout the term)

Term 2

- Termly overview will go home to share with parents at the beginning of the term
- Parents' evening in March
- Tête-à-Têtes with discussion about learning go home when they are completed. (Pupils will complete this process individually throughout the term)

Term 3

- Termly overview will go home to share with parents at the beginning of the term
- Classes continue with weekly evaluation of learning targets.
- Pupils continue to develop language to talk about learning.
- The end of year report will be a summary of progress made throughout the session based on evidence from assessments and observations
- The report will state if a pupil is Developing, Consolidating or Secure at a given level in each curricular area
- Teacher comment will summarise effort and achievement throughout the year
- End of year reports go home mid-June
- Parents' comments filed.
- Further discussion with parents if appropriate.

Home School Partnership

- Classes share their learning experiences with parents via the Class Blog
- Tête-à-Têtes go home twice yearly with opportunity for parents to comment
- Wider achievement e.g. swimming certificates, drama club is recorded in the Tête-à-Tête

Teaching approaches:

Four Phase Lesson

Introduction/Ro-radh Teachers use this stage to set up the learning as a challenge for the pupils and engage their interest.

Direct Interactive Teaching/Teagasg Teachers must at this stage communicate clearly with learners **what** they are going to learn and what success will look like.

Activity/Gníomhan During this stage, teachers engage pupils in activities / challenges where they develop particular knowledge/skills/capabilities in the context of the subject. For pupil assessment refer to the Success Criteria

Plenary/Ath-Bheachdachadh This stage presents an opportunity to consolidate the learning (both subject and skills oriented) and promote a language for talking about and questioning, what has been learned and how.

Active learning

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. Teachers can help pupils develop Higher Order Thinking Skills by using a range of active and interactive strategies that help pupils construct their own learning and motivates them to have a positive attitude towards their learning. Active learning strategies should incorporate:

- **Set Open-Ended Challenges** - Pupils are able to respond creatively, construct their own meaning, and offer reasoned decisions and solutions.
- **Making Thinking Important** - Pupils are given time to think
- **Effective Questioning** e.g. use Bloom's Taxonomy, De Bono's Hats to direct teacher and pupil questioning.
- **Making Thinking Explicit** - Pupils need to develop a language for talking about their thinking and being reflective about their learning.
- **Enabling Collaborative Learning** - Pupils engage in meaningful and challenging opportunities to work and collaborate with others.
- **Promoting independent learning** - Pupils have opportunities to plan, manage and monitor their progress.
- **Making Connections** - Pupils can transfer their learning by making deliberate and explicit connections between what they have learnt and its applications

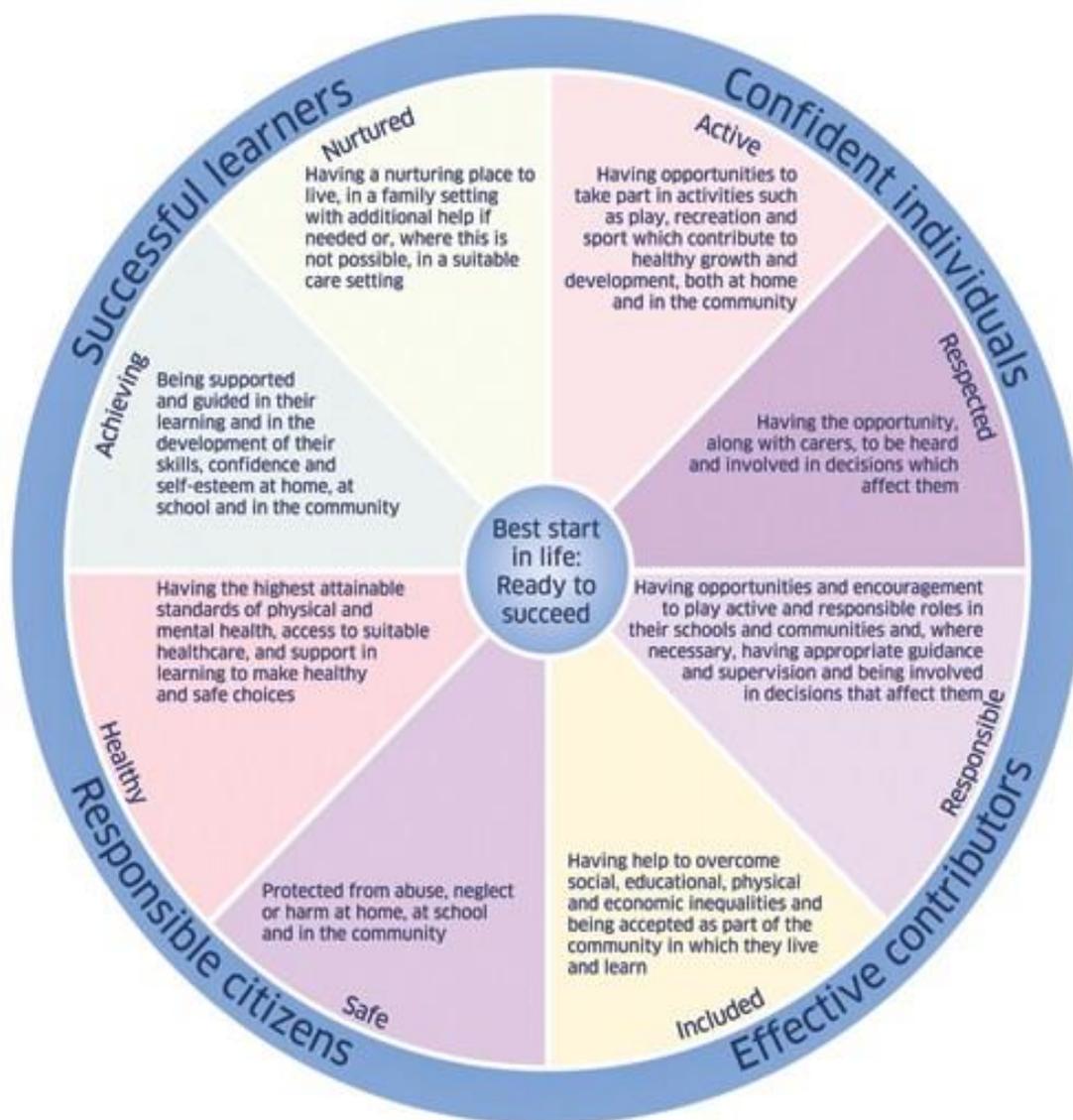
Support for learning (see SfL policy)

Our ASL team meet weekly to discuss pupils' needs.

Support plans and IEPs are regularly reviewed.

We work closely with Partner Agencies e.g. Ed Psy, Medical personnel, OT; Parents are informed when additional support is offered by the SL team after diagnostic assessment

When assessing pupils needs we use the GIRFEC model i.e. Is a child... Active, Respected, Responsible, Included, Safe, Healthy, Achieving, Nurtured



School Groups to Support Pupils

TIPS- developing listening skills and cooperative learning skills

Talk and Move- developing language skills and gross motor skills

Seasons for Growth- for children who have experienced major changes or loss

Cooperative learning

Learning is often effective when learners have the opportunity to think and talk together, to discuss ideas, question, analyse and solve problems, so that sometimes learning is a social process without the constant mediation of the teacher.

Together with the curricular area learning target, pupils will also have Gàidhlig language targets while engaging in talk with their peers.

Pupils' learning is best served when they have opportunities to learn with and from each other, and are shown how to do so effectively.

This approach helps pupils develop social and teamwork skills.

Talking in Gàidhlig about what and how they are learning consolidates language learning, improves fluency and knowledge of language, as well as understanding and capacity for reasoning and argument.



Technologies

Classroom staff are responsible for creating a safe ICT learning environment that provides pupils with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

Staff will provide pupils with appropriate websites addresses that will engage pupils, so that concepts and skills are underpinned with technology that informs and enhances the learning experience. Staff will ensure that pupils develop an understanding of Internet Safety.

Differentiation

All planning takes into account the needs of individuals and groups of pupils within each class. Activities and the target success criteria must be tailored to meet the needs of individual pupils.

Interdisciplinary Learning

Pupils are supported in using knowledge and skills from different disciplines and in applying and deepening their learning in relevant contexts. Pupils are helped to make real connections across subjects and disciplines, where appropriate.

Outdoor Learning

We recognize that outdoor play is central to children's learning and development and this is incorporated into our weekly planning. We are committed to developing the outdoors as a context for learning.

Buddy System

Each class has a younger/older partner and staff collaboratively plan activities that develop knowledge and skills for both groups. e.g. Clas 6 helping Clas 1 in ICT suite, Clas 5 retelling stories for Clas 1/2.

Skills Learning

It is essential that Learning and Teaching in all curricular areas provides opportunities for pupils to develop skills:

THINKING, PROBLEM-SOLVING AND DECISION-MAKING, such as:

- sequencing, ordering, classifying, making comparisons;
- making predictions, examining evidence, distinguishing fact from opinion;
- making links between cause and effect;
- justifying methods, opinions and conclusions;
- generating possible solutions, trying out alternative approaches, evaluating outcomes;
- examining options, weighing up pros and cons;
- using different types of questions;
- making connections between learning in different contexts.

SELF MANAGEMENT, such as:

- being aware of personal strengths, limitations and interests;
- setting personal targets and reviewing them;
- managing behaviour in a range of situations;
- organising and planning how to go about a task;
- focusing, sustaining attention and persisting with tasks;
- reviewing learning and some aspect that might be improved;
- learning ways to manage own time;
- seeking advice when necessary;
- comparing own approach with others and in different contexts.

WORKING WITH OTHERS, such as:

- listening actively and sharing opinions;
- developing routines of turn taking, sharing and co-operating;
- giving and responding to feedback;
- understanding how actions and words affect others;
- adapting behaviour and language to suit different people and situations;
- taking personal responsibility for working with others and evaluating own contribution to the group;
- being fair;
- respecting the views and opinions of others, reaching agreements using negotiation and compromise;
- suggesting ways of improving their approach to working collaboratively.

MANAGING INFORMATION, such as:

- asking focused questions;
- planning and setting goals, breaking a task into sub-tasks;
- using own and others' ideas to locate sources of information;
- selecting, classifying, comparing and evaluating information;
- selecting most appropriate method for a task;
- using a range of methods for collating, recording and representing information;
- communicating with a sense of audience and purpose.

BEING CREATIVE, such as:

- seeking out questions to explore and problems to solve;
- experimenting with ideas and questions;
- making new connections between ideas/information;
- learning from and valuing other people's ideas;
- making ideas real by experimenting with different designs, actions, outcomes;
- challenging the routine method;
- valuing the unexpected or surprising;
- seeing opportunities in mistakes and failures;
- taking risks for learning.

5.3

Meeting Learning Needs

Homework

Homework for Clas 1-3 is focussed on supporting literacy

Homework is given out weekly for Clas 3-7

- will include: spelling, mathematics, reading
- will be connected to class targets
- given out on Wednesday to be returned the following Tuesday
- based on previous learning - achievable

Behaviour

We aim to encourage positive behaviour

We strive to be inclusive and treat everyone equally

Partnerships

We work closely with parent/carers, encouraging parents to be genuine partners in their children's education.

We share learning experiences in school and celebrate wider achievement. (PLP)

Wider Community

Most of our pupils have no access to Gàidhlig language and culture outside school therefore, we believe it is important to engage with the Edinburgh Gàidhlig community through organised school and community events, class visits etc. We will work closely with our Community Development Officer to ensure that strong sustainable links are made that will enrich the lives of everyone in the Gàidhlig community.

Transitions

Nursery-P1

Pre-schoolers attend C1-3 assembly

Regular visits are made by Nursery pupils to different areas of the school throughout the year to familiarise pupils with the building and some of the staff. Regular meetings between Nursery staff and Management Team to plan for transition.

Visits for parents and pupils in Term 3, prior to starting school

Transition Project carried out in Term 3 of Sgoil Àraich is used as a starting point for learning in weeks 1-2 of Class 1

Clas 1-7

We are aware that transitions from year to year where classes sometimes have to be reorganised, can be very stressful for pupils.

In June we have a Transition Day where every pupil will spend time with their new teacher in their new room, if possible

It is the responsibility of each teacher to share class information with the next class teacher.

For new staff, Planning folders are passed on from the last class teacher to ensure that relevant information is passed on.

New staff will have some opportunity in Term 1 to meet up with their class's previous teacher.

Planning Folders will highlight the significant aspects of learning covered that year.

C7-S1

Pupils visit James Gillespie's High School in September.

Parents of C6/7 visit and meet with staff.

February-June TnP staff meet with JGHS staff monthly to discuss pupils' needs.

Transition groups are planned depending on pupils' needs.

Links with JGHS are maintained throughout the year, e.g. sports events, and the choir participates in the JGHS Christmas Concert and Resonate Concert.

JGHS staff regularly teach in TnP e.g. P.E., Gàidhlig teacher with C7 in Term 3.

English/Gàidhlig writing jotters taken to High School.

P7 Profile completed by pupils.

Clas 7 teacher completes pupil reports for High School.

5.9

Self Evaluation

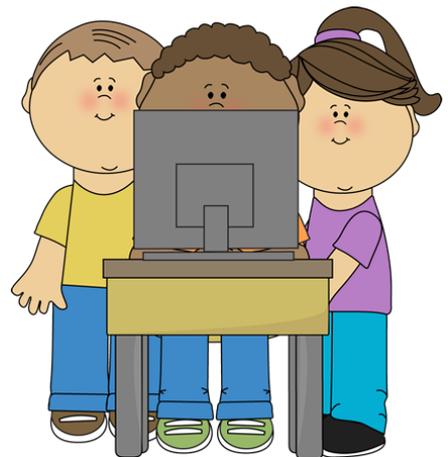
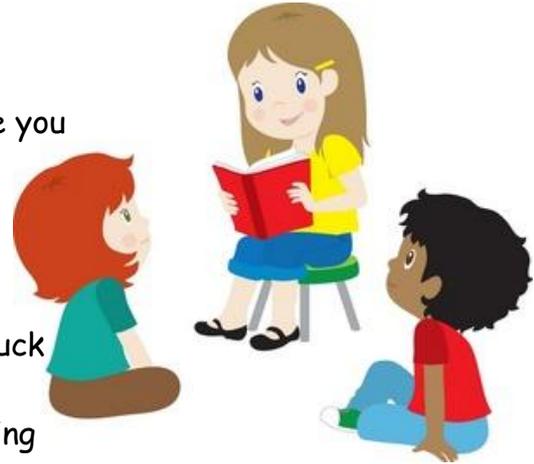
We are a learning organization where managers and staff recognise themselves as learners and are actively engaged in continuous professional development

Staff development

- It is the responsibility of each individual teacher to record their Personal CPD which is essential for professional development
- Engagement in the Professional Update is now a requirement for registration with the GTC:
 - Engaging in professional learning
 - Self-evaluation using professional standards process
 - Discussing impact of professional learning in PRD process
- Collaborative planning and sharing of expertise is encouraged
- It is the responsibility of teaching staff to arrange opportunities for professional dialogue with colleague on a regular basis
- Leadership Team will visit classes to monitor aspects of Learning and Teaching and will discuss learning and teaching with pupils and teachers
- Leadership Team will regularly review Daily planners of learning and teaching
- Leadership Team will regularly review jotters and PLPs

Pupils have said that they learn best when-

- learning is fun
- teachers talk to you about your work and encourage you
- teachers are kind
- they listen, watch, think and ask questions
- they know what, how and why they are learning
- learning is done in lots of different ways
- teachers help you when you need help or you are stuck
- teachers tell you clearly what you have to do
- the white board is used to show what you are learning
- pictures are used
- we talk about what we are going to learn
- iPads are used to learn
- teachers tell you the important things you need to learn
- teachers give you examples of what you are learning
- teachers break down the lesson and then it gets difficult
- teachers make the lesson interesting
- you get asked lots of questions
- teachers listen to us
- there is thinking time
- teachers don't shout
- friends work together



Things that pupils have said hinder learning

- Too much talking or noise
- People talking when the teacher is talking
- Work that is too hard
- Children misbehaving and distracting the teacher
- Children who are misbehaving distracting us
- Lots of difficult words
- Not listening to the instructions
- Angry teachers



Parents and staff told us what they thought good learning looked like:

- The learning intention is clearly explained
- Instructions are clear to follow

- Lessons are connected to previous learning
- Lessons have a clear learning focus

- Good resources are used to support learning
- ICT is used to support learning

- Practical experiences to help children understand concepts
- Good visuals used especially with younger children

- Use of higher order questioning and development of thinking skills
- Evidence of what the children have learned displayed

- Well organised lessons that have fun, humour, time to think
- Pupils should not fear mistakes