

Curraicealam Bun-sgoil Ghàidhlig Inbhir Nis Curriculum Rationale and Design

Amasan BSGI
Gaisgich òg na Gàidhlig
(March 2019)



Gaisgich Òg na Gàidhlig ÒRAN BSGI / SCHOOL SONG

A Ghàidhlig sa
chultair
Gaisgich òg na
Gàidhlig
Gaisgich òg
Gaisgich òg na
Gàidhlig

Coibhneas, dòchas
Spòrs gu leòr
Gaisgich òg
Gaisgich òg na
Gàidhlig

Deònach air obair
Aig sgoil agus taigh
Gaisgich òg
Gaisgich òg na

Gaelic and it's culture
Young Gaelic Heroes
Young Heroes
Young Gaelic Heroes

Kindness and hope
Plenty fun
Young Heroes
Young Gaelic Heroes

Willing to work
In school and at home
Young Heroes
Young Gaelic Heroes
In Bun-sgoil Ghaidhlig
Inbhir Nis

Leirsinn, Luachan & Amasan / Vision, Values & Aims

Our school song celebrates our Vision and Values through the theme of *Gaisgich òg na Gàidhlig*. Our school song encompasses our ethos as a school which educates pupils as bi-lingual learners through the medium of Gàidhlig. We celebrate 'Coibhneas, dòchas, spòrs, deònach air obair' (kindness/hope/fun/diligence/Gaelic language ambassadors) as part of our Gaelic Ambassador song themes and strive towards an ethos where pupils proudly recognise their bi-lingualism as a value in their learning.

- **Vision -**
- *To encourage our pupils as Gaisgich Òg na Gàidhlig / Gaelic Ambassadors who are proud to be bi-lingual learners through the medium of Gaelic.*

- **Values -**
- *Coibhneas, Dòchas, Spòrs, Deònach (Kindness/hope/Fun/diligence)*
- *Create A school community where everybody is valued and we engage with our wider community*
- *Create A climate of positive behaviour and respect for all*

- **Aims - to...**
- *Create a climate of Gaelic Language & Culture*
- *Ensure our curriculum enables all learners to fulfil the purposes of Confident Individuals, Successful Learners, Responsible Citizens, Effective Contributors*
- *motivate children through stimulating learning experiences, celebrating achievements and personal successes*

Reviewed May 2019

Coir

Ay obair cruaidh

Ailm Beithe
Calltáim
Daroch

Cairdeas

Amas
Gaisgich

Gá dhlig

targaidean

luachan

Coibhéal
dochar
modhail

Curraicealam

BSGI

An t-sleach ionnsachaidh

eco

frangais

dyu

pórsaí

Sabhar leas ar luidhne

creideamh

do chomradh

briúdhinn
Gá dhlig

Beurla

Expáin

Club
(hot choc)
teoclaid
teth

Spòrs

leughadh

7 x 8 = 56
Matamtaig

Sgríobhadh

<Clubachan as duth na scoile>

Rationale

Our aim is to deliver a holistic and seamless experience of Early Learning and Childcare where learning is continuous. As a school, we are continually improving our transition between stages to implement a curriculum which is both coherent and progressive.

Features of early level curriculum, BSGI:

- Follow principles of immersion in the Gaelic language.
- Following growth mindset principles, we have enthusiastic and eager thinkers and learners.
- Provide education for each child in a safe, caring and stimulating environment
- Play-based and active learning, with a balance of adult-led and freely chosen play activities.
- Learning is interest based.
- Provide interesting and challenging activities in order to maintain children's interest and enthusiasm for learning.
- Flexible and adaptable to meet needs of the child.

The curriculum from first level onwards will strive to:

- Ensure pupils have opportunities to contribute to the ethos and life of the school community and beyond by contributing to local community partnerships, Gaelic community partnership events and celebrating Gaelic culture with all our stakeholders in an inclusive way.
- Promote personal achievement, ensure pupils take ownership of their identity as learners with an emphasis on developing skills for learning, life and work.
- Have a continuous focus on literacy, numeracy and health and well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Following growth mindset principles, the curriculum will focus on breadth, challenge and depth.
- Use our vision, values and aims with a theme of 'Gaisgich Og na Gaidhlig' to promote bi-lingualism as an important foundation for our curriculum.
- Provide progressive learning experiences which build on the seven principles of CfE.

Dà Chànan - Iomadh Chothrom

Bilingualism - Opens new Opportunities

Foghlam Gàidhlig: Dòigh-obrach

Chomhairle na Gàidhealtachd

Highland Council Approach (March 2019)



Bilingualism can provide children with a lot more than two languages!

1) Social advantages:

- ***access to two (or more) cultures***
- ***more tolerance towards/interest in other cultures***
- ***easier to travel, find a job later on, etc.***
-

2) Linguistic advantages:

- ***early awareness of sounds, words, sentences***
- ***enhanced language learning abilities***
- ***earlier reading skills***
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3) Cognitive advantages:

- ***mental flexibility and adaptability in many different situations***

Bogadh, Curraicealam airson Sàr-mhathais agus Measadh

Immersion, Curriculum for Excellence and Assessment

Foghlam Gàidhlig: Dòigh-obrach Chomhairle na Gàidhealtachd
Highland Council Approach (March 2019)

Through Immersion approaches GME provides a distinctly different pedagogical approach to that of English medium, yet both share key priorities that everyone in Scottish education is working towards. GME schools/departments engage continually with parents, carers, partners and their local communities to ensure effective delivery of [Curriculum for Excellence \(CfE\)](#), through the medium of Gaelic. This is supported by an ambitious improvement agenda, tailored to the unique context of individual settings and driven by strong data, collated through effective pupil tracking, monitoring and assessment procedures.

This approach is part of the [National Improvement Framework \(NIF\)](#), a vision based on achieving excellence and equity for all learners. Within GME this is achieved by working towards the delivery of:

- Established GME learning and teaching pedagogy and the associated principles of immersion, as discussed in [Advice on Gaelic Education](#), Education Scotland (2015);
- Ongoing [School Improvement](#) through a programme of self-evaluation;
- High, realistic expectations, based on national [Benchmarks](#);
- Excellent learning and teaching, supported by the [Moderation Cycle and using a range of valid, reliable and relevant assessment tools and approaches](#);
- Appropriate, proportionate and timely [Additional Support for Learning, that meets individual](#) pupil's needs and is based on [Getting it right for every child](#);
- Improvement in children's and young people's [Health and Wellbeing](#);
- Improvement in [Creativity, Employability and Skills](#) and sustained, positive school leaver destinations for all young people;
- [Raising Attainment for All](#) and
- Closing the [Attainment Gap](#)

Assessment is ongoing throughout a learner's education and in-depth assessment data analysis is integral to ongoing improvements for learning, teaching and attainment. Amongst a broad range of assessment tools, GM schools deliver both English and Gaelic national standardised assessments:

- [Scottish National Standardised Assessments \(SNSA\)](#)
- [Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig \(MCNG\)](#)

Our Curriculum, BSGI

In BSGI we provide a curriculum which fully embraces the four contexts for learning of Curriculum for Excellence as described below:

OPPORTUNITIES TO CONTRIBUTE TO THE ETHOS AND LIFE OF THE SCHOOL AS A COMMUNITY [*Effective Contributors / Responsible Citizens*]

- The whole school works collaboratively to create a feeling of community, through: a buddy system with P6 pupils supporting N4 pupils into P1, Onery session, P7 monitors with extra responsibilities throughout the school, house captains, eco group, Pupil Council, house group activities and curriculum sharing days. Classes take turns in leading assemblies and sharing good practice.
- Classes have opportunities to take leadership roles in whole school days (World Book Day, Lots of Socks Day, Kindess month, Blythswood boxes & Food bank, MFR Cash for Kids, as well as Eco and Pupil Council reps.)
- Pupil Council representatives with responsibility for collating pupil voices across all stages
- Children take responsibility to plan events for charities and to raise money for school funds and trips
- Children plan events under the theme of 'learning cafes' which invite parents in to share their learning
- Whole school, yearly enterprise projects, planning events with teachers or pupils with the Parent Council (Halloween/Burns/Christmas/Summer Fayres/Fun Run) to raise money for the school.
- Development of the Young Workforce - P7 Community Café events regularly throughout year inviting the local community (Cameron House Care Home) and Gaelic community groups.
- Sgoil-àraich visiting Culduthel Care Home, P7 partnership Cameron House

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT (*Confident Individuals*)

- Class/special assemblies take a child led approach plus yearly Christmas concerts for parents and senior citizens (especially invited), whole school and class performances with parents/families attending. We have a Nursery Christmas performance, P1-3 nativity performance, P4-7 Christmas concert, learning cafes where pupils invite parents to share a class session and celebrate learning.
- Sgoilear na Seachdain presented at assembly for each class
- Cuach na Gàidhlig / teadaidh na Gàidhlig for leading by example as a confident / growing in confidence
Gàidhlig Speaker
- Gaisgich Òg na Gàidhlig award for pupils nominated for going over and above demonstrating Vision Values and aims of our school. Celebrated at assembly and highlighted at 'Hot Choc Club' with SMT/PSA's,
- Dojo System
- 'Active School' involvement and Extra-curricular clubs and Go For It with Safer Routes to School Team
- French P4-7 as 3rd Language
- Sport clubs provide many local and national competitive opportunities and other experiences:
McRobert Cross Country Running competition (March)
Baille Cup (June) Shinty Competitions throughout the session Interschool Sports Competition (May)
North of Scotland Athletics Championships (June). Orienteering Scottish Competition (June)
Mod (Local June and National Oct) School team and individual pupils attending Disability Sport events
Opportunities to participate in Fèisean nan Gaidheal events at school and in the community
The Parent Council is active, supporting the school
- P7 ASG transition day and P7 residential supported by staff from our school, P7 Enhanced transition to High School Program
- House points gained through achieving school social targets and termly/yearly award for winning house.

CURRICULAR AREAS AND SUBJECTS

[Successful learners]

CORE ENTITLEMENTS		Assessment
Curriculum Area	What? How? Key resources	What? When?
Literacy - Writing	<ul style="list-style-type: none"> • Early Writing opportunities in sgoil-àraich with mark making opportunities • Wraparound Spelling Framework approach • Key Word progression framework for Gaelic • Key milestones for grammar in writing following Highland Council Grammar framework linked to levels. • Whole school Writing planner to ensure breadth of writing genres at all stages. 	<p>Developmental Overview outlines key milestone for progression and transition from sgoil-àraich into P1.</p> <p>Bi-annual pieces of writing are used for moderation and assessment. These support pupils and teachers in identifying clear next steps using the 'criterion scale' from Big Writing. Teachers moderate levels in a collegiate session to ensure progression and moderation.</p> <p>Teachers invited to ASG moderation events 'Bring what is real'.</p>
Literacy - Reading	<ul style="list-style-type: none"> • Use of HC 'Steps for Success' progression English Language • BSGI Reading Framework • POLAAR continuums are being used at the P1 stage • Phonological Awareness progression • Phonics program - Fios air Fuaimean • Novel sets for 'real reading' • 4 corners for non-fiction • Storyworlds for Early Level and going into First • Kings court for First Level and going into Second • Treetops • Toe-by-toe • Wellington Square • Paired reading scheme with buddies P7 & P1 • ERIC • School Library sessions available to pupils with books on loan for reading for enjoyment • Read with Dogs Program to encourage more confidence when reading aloud <p>Pupils at all levels also have access to a range of novels (fiction and non-fiction) comics, newspapers, magazines in each class.</p>	<p>Unsupported reading assessments from a variety of sources are filed in pupil folders</p> <p>Continual formative assessment against success criteria by teacher, pupil and peer.</p> <p>Staff to record genres covered for transition stages to ensure breadth of genres covered by each stage.</p>
Literacy - Talking and Listening	<p>Immersion models following GM Guidelines</p> <p>Early Level Literacy and English Progression used with immersion</p> <p>Use of HC 'Steps for Success' progression P2-P7</p> <p>Listening and Talking with incorporated Oral Language</p> <p>Benchmarks tracker used by all classes</p>	<p>Self and peer assessment</p> <p>Formal Gaelic Talking and Listening Tracker for all pupils.</p>

	<p>Grammar Framework for progression used by all classes</p> <p>Debating</p> <p>Check in - emotional literacy across the school</p> <p>Solo talks with clear success criteria - P4-7 (own choice and curricular linked)</p> <p>Presentations to an audience through class assemblies</p> <p>Show and Tell - Nursery -P3</p> <p>Weekly Circle Time across the school</p> <p>Class Assemblies</p> <p>Role Play - Nursery-P3</p> <p>Drama lessons and games discreet and withing contextualized learning</p> <p>Open Afternoons with Parents where children show their work/present to Parents.</p> <p>Hot Choc club</p> <p>Niseag teddy sgoil araich to celebrate Gaisgich Values</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p>
<p>Literacy - Modern Languages</p>	<p>English L2 and French L3.</p> <p>Teachers of P4-7 all trained in French</p> <p>CfE experiences and outcomes at second level provide core framework.</p> <p>Using MLPS from Highland Council to ensure that there is a consistent approach throughout the upper stages. This also provides a helpful transition tool when moving on to Secondary.</p>	
<p>Numeracy</p>	<p>All stages using Highland Numeracy Progression. The main resource being utilised to teach Numeracy and Mathematics across the school is Scottish Heinemann and Beat That/Learn its from Big Maths curriculum.</p> <p>Aberdeenshire Progression Framework for Maths</p> <p>A broad range of other resources are also used to support learning and enhance learning, including Scottish Heinemann, TJ, Numicon, Topmarks as well as other online games.</p> <p>Opportunities for DYW themed activities with links to Numeracy Experiences and Outcomes.</p> <p>Opportunities for real life maths/finance learning in partnership with Santander workshops for P4-7 twice a year.</p> <p>Links to local supermarket when possible.</p> <p>Daily mental maths is promoted across the school, P1-7</p>	<p>Assessments within HNP and Scottish Heinemann assessments show pupils' progress in numeracy.</p> <p>These support pupils and teachers in identifying clear next steps/targets for future learning.</p>
<p>Health and Well-Being</p>	<p>As a school we follow the HC HWB programme using 'Physical Education in Highland Schools':</p> <p>Healthy School Planner used to track SHANARRI teaching and learning</p> <p>Aberdeenshire Progressive Framework for HWB</p> <p>Specialist PE teacher (one session per week for P4-7)]</p> <p>Class teachers plan and deliver learning for the remaining time [Entitlement of 2 hours each week for every pupil].</p> <p>Digital Citizenship - E-safety overview for each stage using Highland Council Footsteps for Progression</p> <p>In addition, pupils at P5-6 stages access swimming lessons for one block each academic session (Highlife Highland supporting delivery). We also have visiting agencies/outside clubs who introduce their sports to pupils; Inverness tennis and squash club, Ross County</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p> <p>Using a SHANARRI indicators to help pupils profile their own learning.</p>

	<p>Additional opportunities for personal achievement are offered through after-school clubs e.g. hockey, football, shinty, Highland Dancing, orienteering, Karate and Basketball some of whom attending competitive events as well as thematic HWB days.</p> <p>The school also benefits from strong links with schools within the ASG.</p> <p>We run a Daily mile at 9am before the morning bell where pupils are encouraged to run/walk/jog around the school grounds.</p> <p>Pupils develop skills in emotional literacy across the school: ASN Teacher and PSA trained in Resilient Kids which is used as part of transition support. Resource used by teachers. PSA trained in Nurture to identify how nurture can be incorporated into soft starts and emotional check ins for identified pupils/groups.</p> <p>Internet safety, drug awareness and stranger danger delivered through working with the community police and NSPCC and Safe Strong and Free. P7 children are also involved in additional activities such as Cameron Barracks 'Safe Highlander' where all the emergency services run informative/inter-active workshops.</p> <p>Safe Strong and Free workshops for Sgoil-àraich with refresher session for P2 pupils.</p> <p>Community Partnerships - Care home visits for Sgoil-àraich and P7 pupils.</p>	
<p>The following curricular areas are delivered through IDL topics or stand-alone lessons (where no natural links exist). Wherever possible, staff will plan contextualised opportunities for Numeracy, Literacy and Health and Well-Being within these IDL topics.</p> <p>The cross cutting themes of Learning for Sustainability, (including citizenship, global etc.), outdoor learning, enterprise and creativity education will be woven into themes, as and when appropriate.</p>		
<p>Social Studies</p>	<p>Social Studies mapped out over the stages. Through implementation of staff and pupils' own selection of key IDL themes, ensuring progression and coverage of the CfE Experiences and Outcomes Aberdeenshire Progression Framework Where Es and Os cannot be delivered through a linked topic they will be taught within stand-alone lessons. Child led planning to be used to plan direction of learning.</p> <p>Class trips related to topic.</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer. Part of key assessment tasks as appropriate.</p>
<p>Science</p>	<p>Through implementation of school science progression overview and use of HC science program to ensure breadth, depth and progression. Highland Science Framework & BSGI Science Framework to support teaching and learning</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer. Part of key assessment tasks as appropriate.</p>

<p>Religious and Moral Education</p>	<p>Through implementation of the school RME progression overview and use of HC RME programme to ensure breadth, depth and progression. Aberdeenshire Progression Framework Use of outside agencies to support RME in lessons and assemblies e.g. Minister Assemblies, visits, Bible Alive for P6.</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer. Part of key assessment tasks as appropriate.</p>
<p>Expressive Arts</p> <ul style="list-style-type: none"> ○ Art and design ○ Music ○ Dance , Drama and Role Play 	<p>Wherever possible, the programme activities will be delivered through contextualized learning.</p> <p>Where possible, activities will be delivered through contextualized learning. Additional learning opportunities will also be provided by our specialist teacher, Feis Rois, HC music instructors (string, brass, chanter, drumming, ukele),</p> <p>Choir and infant stages singing groups with opportunities for Mod competition and singing for enjoyment at local community venues and events. Kodaly instructors and music groups. Feisean events and opportunities for pupils to attend groups after school.</p> <p>Through implementation of the school drama planning; Christmas nativity/assembly and school shows with input from Fèisean nan Gaidheal drama specialists and musicians when available.</p> <p>Partnership projects with Feisean nan Gaidheal (Clas, school visits) with Fèis na h-òige summer clubs and monthly Saturday</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer. Part of key assessment tasks as appropriate.</p>
<p>Through delivery of the above curricular areas pupils will develop a range of skills. Pupils will constantly reflect on this skills development as part of their on-going reflection about learning.</p>		



TAKING ACCOUNT OF THE PRINCIPLES OF CURRICULUM DESIGN

CHALLENGE AND ENJOYMENT

- Taking on board children's learning styles and feedback
- Staff are aware of individual abilities, providing learning intentions and success criteria which are relevant to the learner
- Staff provide a range of motivating and creative activities

BREADTH

- Learning in a variety of environments, with all areas covered
- Yearly and termly overview plans ensures breadth

PROGRESSION

- Use planning to progress through experiences and outcomes - evaluating weekly and termly
- Some curriculum progression pathways are used as a reference
- Progression planners in all areas of the curriculum
- Individual targets agreed between staff and pupils are evaluated

DEPTH

- Pupils input on learning, e.g. what they think they know already and what they want to find out
- Child led learning through play at early level
- Higher order questioning to encourage depth of learning

PERSONALISATION AND CHOICE

- Children set own targets
- Pupils involved in writing own success criteria
- Pupils to be aware of learning outcomes
- Pupils decide on what they wish to learn at the start of each topic and how they would like to learn - e.g. mind maps/floorbooks
- Pupils involved in deciding how they are going to evidence their learning - e.g. information poster, power point or presentation using SAY MAKE WRITE DO choices for assessment.

COHERENCE

- Where appropriate, links are made and learning is contextualised, e.g. using rhythm in P.E with links made to numeracy.

RELEVANCE

- Look for relevant links with real life and world news, e.g. local, national and global events
- Some children require individualised programmes which are made relevant to their interests and needs
- Ensuring opportunities for links to celebrate Gaelic ethos/culture/bi-lingualism



Beachdan air a chruinneachadh aig Club nan Gaisgich /
Comments from pupils at Club nan Gaisgich

Club nan Gaisgich / Our Gaelic Ambassador Club

Session 2018/19:

Tha mi a' tuigsinn gu bheil
iomadh chothrom agam o
chionns gu bheil mi dà-
chànanach." I know that being
bi-lingual gives me more
opportunities

Bidh e furasta dhuinn cànan eile
a thogail ma tha sinn ag
iarraidh." If I want to learn
another language, being bi-lingual
will help me



"S toil leam gur e Sgoil Ghàidhlig a
tha seo." I like that this
is a Gaelic environment

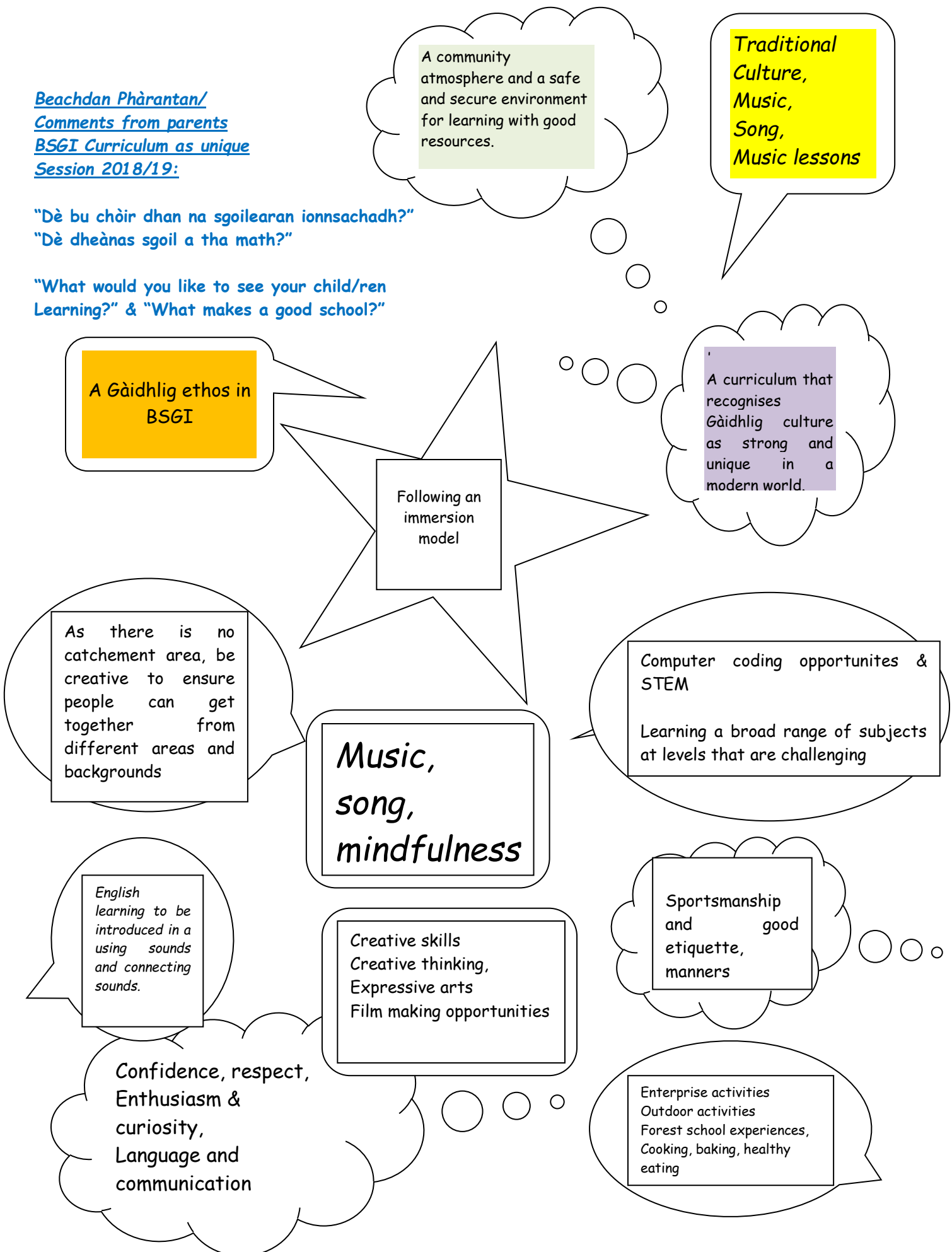
"Tha Gàidhlig na chànan diofraichte
nach eil aig tòrr dhaoine." I know
that Gaelic is a language that is
unique and that it is a minority
language

Tha dà chànan spòrsail."
It's fun to be able to
speak two languages

Beachdan Phàrantan/
Comments from parents
BSGI Curriculum as unique
Session 2018/19:

"Dè bu chòir dhan na sgoilearan ionnsachadh?"
"Dè dheànas sgoil a tha math?"

"What would you like to see your child/ren
Learning?" & "What makes a good school?"



Beachdan bho Pàrantan - Overview of Parent Responses Oct 2018

Carson BSGI & GM / Why do you choose to send your child/ren to BSGI and Gaelic medium?

Bilingualism, Advantages of being bilingual, cultural reasons, links to heritage, extra challenge, richer education experience, family language

Dè na feartan a th'aig BSGI/ What does BSGI do well?

Good range of extra-curricular opportunities, kind caring and responsive to pupil needs, lovely atmosphere and open door policy, high standards, good community

Dè tha Gaisgich Òg a' ciallachadh dhut/What do the values of Gaisgich òg mean for you?

Makes our pupils proud, gives children opportunity to champion values, and promotes a Gaelic ethos within the curriculum at all times

Dè an seòrsa feallsanachd bu chòir a bhi aig BSGI /What ethos should BSGI promote?

Valuing all, equality, kindness, positive and nurturing, community, warm and welcoming, inclusive, value the diversity of children's background, encouraging

Dè the cudromach sa churraicealam / What is of importance to you in the BSGI curriculum?

Confidence, encouragement and value learning, learning how to learn, children striving to be their best, growth mind-set, imagination, acknowledging different learning styles, getting the right support.

Sgilean aig deireadh C7 /What skills should a pupil at BSGI have by the end of P7?

Sense of joy in their learning, creative, problem solver, confident, life skills, well rounded awareness of their own key skills, not just academic but social skills, empathy, communication, bi-lingual, seeing Gàidhlig as an advantage, resilience and an outward looking view of the world.

