



Briefing note for headteachers of schools and heads of establishments for inspections of Gàidhlig Medium and Learner Education

This briefing note is for headteachers, or those with similar responsibilities, of 3-18 establishments that offer Gàidhlig Medium Education and/or Gaelic (Learners). This component of education is also known as the Gàidhlig sector.

This briefing covers the information about inspection specific to Gàidhlig.

Please share this information with all staff

Contents

What are the main features of the inspection of the Gàidhlig sector?	3
How will we inspect Gàidhlig Medium Education and Gaelic Learner Education?	5
What should I do in advance of the inspection?	7
What should I expect on the first afternoon?	8
What happens from the second day onwards?	9
What engagement will staff have with the team?	11
What engagement will children and young people have with the team?	11
What engagement will parents and carers have with the team?	12
What engagement will partners have with the inspection team?	12
What happens after the inspection?	13
Appendix 1. Completing the self-evaluation summary form	14
Appendix 2. Documents to be provided in advance of inspection	16
Appendix 3. Documents which can be provided during the inspection for the school	17
Appendix 4. Meetings required during the inspection week	18
Appendix 5: Glossary of terms related to Gàidhlig Education	21

What are the main features of the inspection of the Gàidhlig sector?

This briefing note has been designed to help you prepare for inspection. It describes the type of evaluative activities that will take place during inspection. The note provides answers for some of the questions you may have about the inspection. This is a guide. Inspection activity may differ as we take account of your context.

His Majesty's Inspectorate of Education Scotland (HMIE) have strategic duties to integrate Gàidhlig within our work to assist in growing Gàidhlig in Scottish education. The [Scottish Languages Act 2025](#) recognises Gàidhlig as one of the official languages of Scotland. The [Education \(Scotland\) Act 2025](#) has strengthened how HMI (HMI) evaluate high standards, accountability and the quality of education for learners of Gàidhlig. Specifically, the Act instructs the Chief Inspector to:

‘consider the needs and interests of all learners, including those receiving or wishing to receive Gaelic Learner Education, Gaelic Medium Education, British Sign Language education, and those with additional support needs; and take account of the experiences of teachers, trainers and support staff.’

HMIE are committed to fulfilling these legislative duties for Gàidhlig with rigour and consistency.

Your Gàidhlig Medium Education provision will be inspected by a specialist inspector of Gàidhlig. The Care Inspectorate join HMIE on a sample of our early learning and childcare (ELC) inspections. Both inspectorates use the [quality improvement framework for the early learning and childcare sectors](#). HMIE uses the [Advice on Gaelic Education](#) with this framework to contextualise the quality improvement framework to the Gàidhlig sector. More information is available [here](#). For school-based inspections, HMIE uses [How good is our school? \(HGIOS 4\)](#) with the [Advice on Gaelic Education](#).

HMIE take close account of the context and nature of the school. This includes recognising whether the school is an all-Gàidhlig school or whether Gàidhlig operates alongside English medium in the same school. HMIE also recognises that some children and young people learn Gàidhlig as a subject

in the curriculum – Gaelic (Learners). For the latter, we do not always use specialist inspectors but will always evaluate the quality of learning provided.

HMIE undertakes inspection activities only to the extent necessary to provide a thorough evaluation. This means that we only seek the evidence that we need to make a sound judgement. As with all inspection models, inspectors observe a sample of lessons; and engage with a sample of children and young people, parents¹ and stakeholders. HMIE will talk to children and young people about their experiences learning Gàidhlig and through Gàidhlig. HMIE evaluates children and young people's fluency, progress and attainment using national Benchmarks. The inspection team will not cover all aspects of Gàidhlig. It is important that your staff are aware of this.

HMIE are happy to communicate in Gàidhlig and receive communication in Gàidhlig. We intend that all our discussions and engagements with you and your school community are opportunities to share and develop ideas, and to learn from each other. Our specialist inspectors, as appropriate to the context, take forward discussions through the medium of Gàidhlig. When we are in total immersion and immersion learning contexts, we will speak Gàidhlig with children, young people and staff.

Your own self-evaluation is important. HMIE will use this as the starting point of our inspection. This helps the inspection team to take account of your Gàidhlig context and nature of the school. Headteachers must ensure that they evaluate Gàidhlig Medium and Learner Education, as part of this.

You will be notified of the inspection in an email from the inspection administrator (IA) who is supporting the inspection. This email will inform you of the date of inspection and details of where to find further information from our website.

Your notification email will also contain links to an online pre-inspection questionnaire and helpful tips on sharing the questionnaire links with your stakeholders. The closing date for completing the pre-inspection questionnaire will also be shared with you in this email. HMIE encourage all stakeholders to complete the questionnaires in Gàidhlig.

¹ Throughout this briefing note, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

The IA will follow up the notification email with a telephone call to discuss with you the administrative arrangements, confirm you have the necessary information and respond to any immediate enquiries. They will check the details of your Gàidhlig provision to ensure we plan our resources appropriately for the extent of Gàidhlig Medium and Learner Education in your school. The Managing Inspector (MI) will contact you soon after your contact with the IA to arrange an appropriate time to discuss the inspection visit with you. Your inspection will involve a visit for a few days from a team of inspectors. Inspections usually start at Monday lunchtime and until Wednesday lunchtime for early learning and childcare and primary. For secondary, inspections start from Monday lunchtime to Thursday lunchtime. The MI will discuss with you the meetings that require to be planned across the week and may ask you to develop a draft activities schedule in advance of the inspection.

The team may consist of a range of HMI (HMI), associate assessors (AA) and/or assistant inspectors (AI). A lay member (LM) may join the team for a day. The MI will outline the inspection team to you and the exact dates that the team propose to visit. Within our resources, we endeavour to use inspectors with expertise in Gàidhlig, and others who speak Gàidhlig, for our inspections of the sector.

How will we inspect Gàidhlig Medium Education and Gaelic Learner Education?

In 2026-27, HMI will use two different models to inspect early learning and childcare settings and schools. For inspections of Gàidhlig Medium Education, HMI will inspect using:

Model 1:

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement.

This enables inspectors to have evidence on how well children and young people are developing their fluency in Gàidhlig, as well as other aspects of the quality indicators. This is strategic, essential and authentic evidence for HMI to gather on immersion education through Gàidhlig.

For inspections of Gaelic (Learners), the above model may be used or

Model 2:

- 2.3 Learning, teaching and assessment
- 3.1 Wellbeing, equality and inclusion.

HMIE continues to have a focus on safeguarding in every establishment inspection.

Quality indicators will be used with the [Advice on Gaelic Education](#) by inspection teams to inform their professional judgements regarding the quality of the school's work. HMI will use their professional judgement to assign evaluations for each quality indicator using the six-point scale below:

- Excellent – Outstanding and sector leading
- Very good – Major strengths
- Good – Important strengths with some areas for improvement
- Satisfactory – Strengths outweigh weaknesses
- Weak – Important weaknesses
- Unsatisfactory – Major weaknesses

In dual medium schools delivering through Gàidhlig and English, in almost all cases, the totality of the whole establishment's performance contributes to grading quality indicators. There is no separate grading for Gàidhlig. In all Gàidhlig schools, gradings are solely based on school's performance through Gàidhlig.

Reporting on findings

HMIE will produce a summary of inspection findings (SIF) that will include what is going well with Gàidhlig Medium and/or Learners Education and next steps for improvement. It will summarise our findings from all the evidence gathered during the inspection. These messages will form the basis for our sharing of findings meeting at the end of the inspection.

We will also prepare a letter to parents and carers, which will report our inspection findings. The letter will highlight the strengths of the establishment and aspects for improvement. We shall provide a statement of the confidence we have in the school's capacity to improve the quality of its own work. The letter will share evaluation grades for the quality

indicators we inspected. If any further inspection activities are planned, this will also be outlined in the letter.

After the inspection, we will share a draft of the inspection letter with the headteacher, local authority officers and chair of the Parent Council to allow for a check for factual accuracy. We will share a draft of the SIF with the headteacher and local authority officers to allow for a check of factual accuracy. The final letter and SIF will be published on HMIE's website. In establishments offering Gàidhlig Medium Education, the letter will be available in both Gàidhlig and English. It may also be appropriate to make the letter available in Gàidhlig in other situations to reflect areas of linguistic significance and the interests of learners in Gàidhlig Education.

What should I do in advance of the inspection?

We aim to carry out inspections in a way that seeks to minimise the burden on staff by keeping the paperwork required to a minimum. We will ask for a self-evaluation summary of your establishment in advance of the inspection. HMIE expect performance in Gàidhlig Medium and Learner Education to be referenced in the self-evaluation summary. For further advice on what to do in advance of the inspection, please see accompanying appendices and the relevant sector briefings available [here](#).

Pre-inspection questionnaires

An important aspect of the inspection is ensuring that stakeholders have the opportunity to share their views of the establishment. To gather the views of children and young people, parents, staff and partners, we ask that you direct stakeholders to a pre-inspection questionnaire.

We welcome and expect responses in Gàidhlig for our questionnaires. The inspection administrator will make available questionnaires through the medium of Gàidhlig.

In line with our responsibility under the Equality Act 2010 and the Gaelic Language (Scotland) Act 2005 our approach to questionnaires is inclusive. We actively encourage everyone to take part, and where necessary, they are supported to do so. To help us do that we would appreciate your support in ensuring that people who may find completing the questionnaire

challenging, for example those with protected characteristics, have the same access to the questionnaires as everyone else.

We recognise that schools will want to encourage as many of their stakeholders for Gàidhlig as possible to complete the pre-inspection questionnaire. Should the response levels be lower for stakeholders of Gàidhlig than is representative of your establishment, you may wish to send another communication that reminds and encourages more responses.

Further advice on the pre-inspection questionnaire is in each relevant educational sector briefing, which are available [here](#).

What should I expect on the first afternoon?

The team will usually arrive between noon and 12.30 pm on the first day (usually Monday) of the inspection. Final arrangements will be confirmed by the Managing Inspector (MI) in their pre inspection discussions with you. On arrival, the inspection team will have a brief team meeting. Before any inspection activity begins, the MI will meet staff at the end of lunchtime, if possible, to introduce members of the inspection team, brief them on the inspection and answer any questions they may have. Attendance at this meeting is voluntary for staff. The MI will arrange the best time for this with you prior to the inspection.

An introductory discussion, based on your submitted self-evaluation summary, will take place at a convenient time in the afternoon. This should last approximately one hour. Please invite your quality improvement officer (QIO) or equivalent colleague for Gàidhlig from your local authority to take part in the introductory discussion. There is no need to prepare a presentation as the focus is to discuss your self-evaluation summary.

The MI will invite you and your senior leadership team to outline your priorities for improvement, the progress you have made with them, along with the evidence of impact on learners so far. This should include your progress with Gàidhlig Medium and Learner Education.

The MI and possibly some members of the team will join the introductory meeting while other team members may begin inspection activities. This could include visiting classes or undertaking learning walks around the

school, exploring learning exhibited on walls and talking with children and young people they meet in and around classes.

After the introductory discussion, we may break into smaller groups for more focused professional dialogue. For example, inspection team members may meet individual members of your team who are leading on aspects of your work such as raising attainment, learning and teaching or quality assuring children's and young people's learning of Gàidhlig at a strategic level.

The strategic lead for Gàidhlig in the school should have an initial discussion with the specialist inspector for Gàidhlig on the first afternoon of the inspection. The MI/specialist inspector will discuss with you further meetings and specific activities that require to be arranged. These will build on previous discussions. Your support with these arrangements is greatly appreciated.

Proportionality is a core principle of our inspection approach. This means the inspection team will not need to cover all aspects of your school's work.

What happens from the second day onwards?

HMIE will continue to gather evidence on Gàidhlig Medium and Learner Education. Activities will include:

- observing learning
- working with groups of children and young people
- evaluating children's and young people's work
- reviewing documentation specific to Gàidhlig Medium Education
- discussing specific aspects of Gàidhlig Medium and Learner Education with groups of children and young people, staff, senior leaders, parents and/or partners. These will include improving outcomes in fluency, raising attainment and progress; planning; monitoring and tracking; learning pathways and the principles of immersion
- discussing statutory duties for Gàidhlig Education.
- discussing the strategic leadership of Gàidhlig Medium Education, including outcomes towards the [Advice on Gaelic Education](#) and the local authority's Gàidhlig Language Plan.

Discussions around planning activities might also include:

- observing children and young people learning across a range of contexts, with a focus on features of learning, teaching and immersion that are having a major impact on children's and young people's experiences, fluency and achievements
- a focus on particular groups of learners (for example, children with additional support needs, care-experienced children, those learning Gàidhlig, children and young people who are fluent in Gàidhlig from home)
- a discussion about how children's learning through the medium of Gàidhlig is planned across the totality of the curriculum
- aspects that link to priorities in the improvement plan that are within scope of the inspection
- discussion on the impact from using specific documentation on Gàidhlig to support self-evaluation for improvement. Please see examples [here](#).
- strategic planning, as relevant to the inspection, for example, raising attainment through having the curriculum available through Gàidhlig, planning for transitions and retaining and increasing learners of Gàidhlig, creating a Gàidhlig culture
- a discussion/review of relevant documentation relation to safeguarding.

We will explore with parents and carers of those in Gàidhlig Medium Education:

- the quality and impact of the establishment's partnership and engagement with parents and carers and how they support family learning
- their role and impact in supporting and improving the establishment, within the focus of the inspection
- their role in their children's and young people's learning and immersion, including how the school is increasing parental engagement, encouraging learning of Gàidhlig and assisting in accessing cultural aspects of the language
- communication with the school
- issues that have arisen from the pre-inspection questionnaire.

Professional dialogue will take place in a range of ways during the inspection. This will be about Gàidhlig and, as appropriate, through the medium of Gàidhlig. For example, this may be as part of observations of learning, in focus groups, during voluntary discussion sessions and at the final sharing of findings. Meetings will be arranged with selected members of the staff to discuss the quality indicators specific to Gàidhlig Medium Education.

At the end of each day, the MI will meet with you to reflect on the day's activity and confirm arrangements or plan any further activity for subsequent days, as appropriate.

Health and Nutrition Inspectors (HN Inspectors) join a selection of school inspections. Further advice on the pre-inspection questionnaire is in each relevant educational sector briefing, which are available [here](#).

What engagement will staff have with the team?

Inspectors will meet with staff for discussions throughout the inspection. For senior staff, engagement with inspectors will usually start with the introductory discussions after lunch on Monday. For some staff, this may begin on Monday afternoon with a classroom visit. However, all staff (teaching and non-teaching) will usually have the opportunity, at some point on Monday, to meet the inspection team, hear a short briefing, and ask questions about the inspection process. Professional dialogue with staff takes place in a range of situations over the inspection, for example, during classroom visits, in focus groups, during voluntary discussion sessions and at the final sharing of findings. Teachers are welcome to engage in professional dialogue following a learning visit.

The MI will invite you, or a nominated colleague (promoted member of staff), to accompany an inspector on one or more learning visits on Gàidhlig, to support professional dialogue about features of learning and teaching. This is entirely voluntary.

What engagement will children and young people have with the team?

Inspectors will meet with children and young people for discussions throughout the inspection. The team will meet groups of children and young

people for different purposes. For example, we may discuss with them any issues raised in the pre-inspection questionnaire or listen to how their views are sought and acted on. In all lesson visits, inspectors will aim to engage with children and young people about their learning. We may also ask for small groups of children and young people to discuss with them their learning in aspects of literacy, numeracy and health and wellbeing. HMIE will support immersive environments by using Gàidhlig.

What engagement will parents and carers have with the team?

Our inspections take the views of parents and carers into account and seek to engage with them in a number of ways. The inspection team will explore the role parents have in self-evaluation and improvement. Members of the inspection team will meet the chair of the Parent Council and, if available, Comann nam Pàrant. Topics for discussion include the Comann nam Pàrant/Parent Council's involvement in self-evaluation and its impact on supporting and improving the school. Parents are invited to meet with a member of the inspection team. This could be in person or virtually. The focus of this discussion is to understand the role of parents in self-evaluation and school improvement and how parents are involved in their child's learning. In exceptional circumstances, it may be possible for a member of the team to have a meeting with individual parents and carers. Please discuss this with the MI if you believe it would add to the value or enhance the inspection.

What engagement will partners have with the inspection team?

It is important for the inspection team to understand how you work with your partners to deliver learning and contribute to the life and work of the school. We will ask you to arrange a meeting for members of the inspection team to meet with some of your partners to discuss this work. This meeting can either take place in person or virtually at a suitable time during the inspection. We will discuss with partners how they enhance children's and young people's fluency and support national priorities such as increasing the number of speakers of Gàidhlig. They will be interested to hear about the school's approaches to skills development and partnership working with colleges and employers.

What happens after the inspection?

Once the inspection findings have been shared, the inspection team will leave your school.

Following the inspection visit, we will provide you with a confidential draft of the letter for parents and carers. This draft letter will highlight key strengths and aspects for improvement. It will also outline the evaluations for the QIs. The letter will provide a statement of the confidence HMI have in the school's ability to improve the quality of its work. It will also inform parents and carers of any intended further inspection or engagement, if applicable.

You and the local authority will receive a copy of the draft SIF once it has been through our quality assurance process. We ask that you check these for factual accuracy and return your response to the MI within one working week. In addition, you, the local authority and chair of the Parent Council will receive the draft letter. You, the chair of the Parent Council and the local authority will be asked to provide any comments or suggested amendments for factual accuracy within one working week of its receipt.

Once finalised, the letter and SIF will be published on HMIE website, alongside an analysis of the questionnaire returns. We aim to publish the letter and SIF within ten working weeks from the end of the inspection. For Gàidhlig Medium Education, we will make the letter available in Gàidhlig. It may also be appropriate to make the letter available in Gàidhlig in other situations to reflect the interests of learners in Gàidhlig Education.

Appendix 1. Completing the self-evaluation summary form

Please return the completed form within six working days before the inspection.

Please use the self-evaluation summary to highlight aspects of the school's work as a starting point for discussion with the inspection team.

You are asked to focus on the three self-evaluation questions from [How good is our school? \(4th edition\)](#) (page 9) and consider how you triangulate your evidence to ensure that your evaluative judgments are robust.

- How well are we doing?
- How do we know?
- What are we going to do now?

Please ensure that the information you provide is clear and concise, using bullet points to indicate high level evaluative messages. This can then be the focus of the discussion at the scoping meeting. Stakeholders should know the school's strengths and areas for improvement from the school arrangements for self-evaluation. The self-evaluation summary paper should be shared with relevant stakeholders so that they are aware of what has submitted.

Self-evaluation summary form

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4 six-point scale?
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of total immersion, teaching; Effective use of assessment; Planning, tracking and monitoring)			
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.
QI 3.2 Raising attainment and achievement (Attainment in literacy through Gàidhlig and English, attainment in numeracy through Gàidhlig; Attainment over time, including impact on fluency; Overall quality of learners' achievement, including through Gàidhlig, equity for all learners.)			
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.

Appendix 2. Documents to be provided in advance of inspection

Please email only the following items to the IA prior to the inspection. Unless specified, **please return them at least six working days before the inspection.**

	Item	?
1	The most recent and previous annual reports which you issued to parents and carers on the standards and quality of the school's work.	
2	The current and previous school improvement plans.	
3	Names of all teaching and other staff, and details of their responsibilities. Please indicate any job-sharing arrangements.	
4	School, class and visiting teachers' timetables and those of partner agencies.	
5	Information about children and young people's attainment and achievements are gathered and tracked if your inspection includes QI 3.2. Information about children and young people's wellbeing and support needs are gathered and tracked if your inspection includes QI 3.1.	
6	A draft meetings schedule where agreed after initial discussion with MI.	
7	Completed self-evaluation summary form (see Appendix 2)	
8	You should complete the child protection and safeguarding self-evaluation form and send this to the inspection administrator.	
9	If an HNI is part of the inspection of your school, you should complete and return the meeting template alongside the HPN monitoring record .	

Appendix 3. Documents which can be provided during the inspection for the school

If available, please provide the following information in the HMI base on Monday of the inspection. There is no requirement to share in advance.

Item	?
Location plan/map of the layout of the school (one for each member of the team please).	
Information about children and young people's progress/performance over time and any available benchmarking data.	
Samples of children's work in literacy and numeracy, across learning, from each class (primary stages only).	
Samples of moderation activities and resultant impact on progress/overall attainment.	
Information about your curriculum, for example curriculum overview, and details of partnerships to enhance the curriculum.	
Brief details of any out-of-class activities, after-school care and supported study initiatives.	
Sample agendas and minutes of pupil council, Parent Council and staff meetings.	
Examples of school communications with parents and the wider community, for example newsletters, prospectus, parent handbook.	
If your school inspection team includes an HNI, please see samples of documentation which can be provided: school policies relating to food, such as an allergen awareness policy, packed lunch and snack guidance, and the school food policy. Please note that all evidence relating to school meal provision should be submitted separately by the school meals provider directly to the HNI.	

If your inspection team includes a specialist HM Inspector for Gàidhlig Education, please provide details of your Gàidhlig provision, including progress and attainment, curriculum and immersion, self-evaluation and improvement plan for Gàidhlig, how you promote Gàidhlig with parents and their families, sample of children and young people's work, moderation work and resultant impact, details of partnerships to enhance learning and fluency, sample of agendas and minutes impacting on Gàidhlig, for example Comann nam Pàrant.

Appendix 4. Meetings required during the inspection week

The MI will discuss with you the composition of the inspection team, the days each of the team members will be in attendance and the meetings that will be required during the inspection.

They may send you a template to complete in advance, asking you to add details of the meetings, attendees and allocated rooms. As the team respond to findings during the inspection and work with you to gather evidence, there are likely to be ongoing adjustments.

Please note that for the meetings to be effective, there should be no more than eight people invited to any one meeting. Meetings should be planned for no more than one hour. Where it is likely to involve the same member of the inspection team or school staff, please leave around 15 minutes between meetings to allow the writing up of notes.

The meetings that will be needed include²:

Monday

- Whole-staff briefing (voluntary for staff).
- Introductory meeting to discuss self-evaluation.
- Possible one-to-one meetings to start discussions with members of the senior leadership team responsible for particular aspects of the work of the school.
- Meeting with child protection coordinator.
- End of day: staff professional dialogue (can be Tuesday).

Tuesday (or Wednesday for secondary)

- Meetings with parent groups (IA will identify parents from pre inspection survey returns).
- Possible meeting(s) with chairperson of the Parent Council and/or Comann nam Pàrant (depending on day LM is present).

² Please note that this is provided as a guide only and the MI may wish to make changes to this depending on circumstances.

- If an HNI is on the inspection team, additional meetings, for example with catering staff, will be identified as part of the template provided by the inspection administrator.
- Meetings with groups of children or young people.
- One-to-one meetings with members of the senior team or appropriate staff (timings can be agreed at the start of the inspection week).
Depending upon the QIs inspected, this may include meetings with the relevant person responsible for, attainment and achievement, monitoring and tracking, closing the poverty related gap, learning and teaching, assessment, improvement planning, equalities and wellbeing, Gàidhlig.
- Meetings with partners. This will be dependent on your school's local community and how you engage with them to deliver your curriculum.

Wednesday

Primary and special schools

- One-to-one meeting with child protection coordinator to sign off the completed safeguarding form.
- Discussion of findings (timing to be agreed with MI).

Secondary and all-through schools

- Meetings with groups of children or young people.
- One-to-one meetings with members of the senior team or appropriate staff (timings can be agreed at the start of the inspection week).
Depending upon the QIs inspected, this may include meetings with the relevant person responsible for, attainment and achievement, monitoring and tracking, closing the poverty related gap, learning and teaching, assessment, improvement planning, equalities and wellbeing, Gàidhlig.
- Meetings with partners. This will be dependent on your school's local community and how you engage with them to deliver your curriculum.

Thursday (secondary and all-through schools)

- One-to-one meeting with child protection coordinator to sign off the completed safeguarding form.
- Discussion of findings (timing to be agreed with MI).

Thursday (secondary and all-through schools)

- One-to-one meeting with child protection coordinator to sign off the completed safeguarding form.
- Discussion of findings (timing to be agreed with MI).

Appendix 5: Glossary of terms related to Gàidhlig Education

Comann nam Pàrant	Organisation to support parents with Gàidhlig Medium Education.
Gàidhlig Education /Gàidhlig Sector	An overarching term which describes Gàidhlig provision across stages and ages.
Gaelic (Learners)	In secondary, the programme for young people to learn Gàidhlig is referred to as Gaelic (Learners).
Gaelic Learner Education (GLE) Gaelic Language Learning (GLL)	Children and young people may learn Gàidhlig as a first or second additional language in English Medium schools as part of a 1+2 Approach to Languages. This may be as an additional language, a second or third language in English medium schools. Children and young people may learn Gàidhlig at any stage in the Scottish curriculum in line with the Statutory Guidance on Gaelic Education, 2017. Gaelic Learner Education (GLE) is used as an overarching term when referring to 3-18 provision. At the primary stages, the Gaelic (Learners) programme can be referred to as Gaelic Language Learning (GLL). This replaces the previous terminology, Gaelic (Learners) in the Primary School (GLPS).
Gàidhlig Medium Education	There are two mediums through which children and young people may access Scottish Education. These are the mediums of English and Gàidhlig. In Gàidhlig Medium Education, children learn the Gàidhlig language through immersion to then use the language to access other curricular areas and contexts as part of Curriculum for Excellence. The majority of children who are in Gàidhlig Medium Education Medium provision begin their experience of Gàidhlig Medium Education in early learning and childcare, known in Gàidhlig as Cròileagan (0-3) and Sgoil-àraich (2/3-5). Some children will commence Gàidhlig Medium Education in P1. Gàidhlig Medium Education can be in a school in which there are two mediums of learning, with separate classing

	arrangements for those learning through the medium of English and Gàidhlig. Alternatively, Gàidhlig Medium Education may be in an all-Gàidhlig school, also known as Gàidhlig Medium Education schools in which only Gàidhlig Medium Education is delivered. All of children and young people's education takes place through the medium of Gàidhlig. This begins with a total Gàidhlig immersion phase and is followed by an immersion phase. The aim of Gàidhlig Medium Education is to enable children and young people to be equally confident in the use of Gàidhlig and English. They should be able to use Gàidhlig and English in a full range of situations within and outwith school.
Immersion and total immersion	The method of learning Gàidhlig in Gàidhlig Medium Education is referred to as immersion. Children in Gàidhlig Medium Education learn Gàidhlig by being immersed in the language. In early learning and childcare to late P3 or P4, children are totally immersed in the language. Immersion still continues beyond P3/P4, with all of the curriculum delivered through the medium of Gàidhlig. This is the stage at which children embark on the experiences and outcomes of literacy and English. By the end of P7, children's attainment in English language will be broadly similar to that of children in English Medium Education. Immersion should continue into secondary, with schools providing progression from primary by delivering the contexts of the curriculum through the medium of Gàidhlig.