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1. Introduction to Welsh in Education Strategic Plan

In December 1996, Gwynedd Council published a Welsh Language Plan in compliance with the requirements of the 1993 Welsh Language Act. It was approved by the Welsh Language Board, and it mentions how the Council, in its dealings with the public, gives equal status to the Welsh and English Language.

Under Part 1 and Part 2 of the 1993 Welsh Language Act, the LA was required to provide a Welsh Language Plan that specifically dealt with Education [Welsh Education Plan]. Gwynedd Council's initial Welsh Education Plan was approved in November 1998. Following the three year implementation of the Welsh Education Plan, a second Plan was prepared that was approved in August 2004. The Plan was reviewed in 2010 and this Welsh Education Plan was approved by the Welsh Language Board on 30 June 2011. Following this, the Welsh in Education Strategy Plan for 2013-14 was drawn up and approved.

This year, the Wales Schools Standards and Arrangements Act (2013) came into force in Wales on 4 March 2013. The Act places a statutory duty on LA's to prepare and present a **Welsh in Education Strategic Plan** for the Welsh Government. The initial plans under these statutory arrangements will be implemented from April 1 2014 for a 3 year period until March 2017. These plans will outline how LA's intend to achieve Welsh Government objectives and targets that are outlined in the Welsh Medium Education Strategy.

The Strategy is outlined within the context of Gwynedd Council Language Policy and thus achieve the outcomes. The LA will ensure that the principal elements are reflected and receive due attention in the Strategy Plan.

The objective of the Language Policy [1996] is to ensure that all pupils in the County possess age-related balanced bilingualism so as to equip them to become well-rounded members of the bilingual community to which they belong. Age-related bilingualism implies that pupils possess appropriate language skills in Welsh and English.

As well as developing pupils competence in both languages, all the County's educational establishments are expected to reflect and strengthen the Language Policy in their administration, their social life and pastoral arrangements as well as in their curricular provision.

Although the Policy's overall objective is bilingualism, the balance is in favour of Welsh during the early years so as to establish firm foundations for further development. At the other key stages, schools are expected to plan purposefully so as to develop pupils grasp of Welsh.

This well matches the principal objectives of the Welsh in Education Strategic Plan, namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards.

Any shortcoming as regards Welsh and ensuring progression from one key stage to the next will be subject to the arrangements noted in the **Partnership Agreement** established between the Authority and the schools and the nursery groups. In relation to this, the attention of the locally elected members and Chair of Governors is drawn to any matters of concern that are relevant to lack of implementation of the contents of the Language Policy or that of the Welsh in Education Strategy Plan.

Additional information on "The Welsh in Education Strategic Plan 2014-17" can be obtained from - Dewi R. Jones, Head of Education, Gwynedd Council, CAERNARFON, Gwynedd, LL55 1SH. Tel 01766 771 000. Fax 01286 677 347. dewirjones@gwynedd.gov.uk

Section 1: Our vision and aim for Welsh-medium education

The Education Department's Language Policy sets the ambitious objective of ensuring that all pupils in the county possess appropriate language skills in Welsh and English, to enable them to become full members of the bilingual community to which they belong. This well matches the principal objective of the Welsh Strategic Plan namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards and promote our children and young people's use of Welsh as a social language.

To achieve this ambitious programme, every establishment is expected to address the following matters.

- Establish firm foundations in Welsh in the Early Years, ensuring that pupils from an English speaking background have an opportunity to learn Welsh as soon as possible.
- At the Foundation Phase, build on the foundation laid at the nursery and reception stage through continuing to develop pupils grasp of Welsh, and commence the process of developing their skills in English. In practice, this implies that the majority of schools will commence introducing English as a subject in the final term at the end of the Foundation Phase, focussing on developing reading, oracy and writing skills in that language. Welsh will be the official language of assessment at the school at the end of the Foundation Phase.
- At KS2, continue to develop pupils grasp of Welsh focussing on developing their skills in both languages. Pupils progress in Welsh and English is assessed at the end of the key stage.
- At KS3, ensure that every pupil achieving level 3+ at the end of KS2 continues to follow Welsh as First Language to ensure appropriate progression and continuity.
- At KS4, ensure that every pupil studies Welsh as a subject until the end of Y11 and is assessed in Welsh at the end of KS4.
- At KS3 and KS4, use the information on previous achievement to ensure that every pupil continues to develop skills in Welsh and English through using both languages as learning medium.
- Ensure that pupils who learn Welsh at KS2 and KS3 learn Welsh as soon as possible and use Welsh as a learning medium.
- Improve pupils knowledge and understanding of the cultural, economic, environmental, historical and language features of Wales.
- Develop the pupils to be responsible citizens so that they make a significant contribution to their bilingual community.

Following a thorough review of the 2013-14 Strategic Plan, it was agreed that this **Statutory Strategic Plan (2014-17)** would focus on the following aspects from the perspective of Welsh as a language and as a medium setting them as clear objectives for our three year work programme.

- Establish firm foundations for Welsh during nursery education and the early years. 98.6% of seven year olds taught through the medium of Welsh)
- Ensure progression in Welsh as a subject and as a learning medium from KS2 to KS3. (100% of pupils continue to improve their language skills when transferring from primary to secondary school.)
- Ensure progression in Welsh as a subject and as a learning medium from KS3 to KS4.
- Strengthen implementation in the areas/establishments/schools where data indicates the need equipping our headteachers and training our workforce to fully achieve the Scheme's objective.
- Strengthen the use of the language cohorts as a progression planning tool at secondary schools.
- Develop Welsh Baccalaureate at levels 1, 2 and 3 at the secondary schools.
- Confirm implementation of the Language Charter in each of our primary schools, giving due attention to workforce training developing medium elements and methodology.
- Promote use of Welsh as the social language of young people at our secondary schools through establishing and developing a scheme similar to the primary schools Language Charter.

If this is successfully achieved during the next three years, it is envisaged that the whole education system can contribute towards development of Welsh (language and medium) and quality of education and the experiences of our children and young people.

Section 2: The Action Plan

Outcome 1: More seven-year-old children being taught through the medium of Welsh <i>You should also complete Appendix 2</i>																																																																																																						
A. Objective	B. Current performance (Questions to be answered)	C. Targets	D. Progress																																																																																																			
Increase the number of seven-year-old children taught through the medium of Welsh	<p>The County does not define primary schools according to language categories as the same Language Policy is implemented at every school. The same emphasis is placed on bilingualism, namely provide an opportunity for all pupils in the County to be confidently bilingual.</p> <p>Indicated below are pupil numbers in the KS1 cohort (The Foundation Phase from 2012) and the number assessed in Welsh as First Language.</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>1193/1218</td> <td>1124/1145</td> <td>1152/1156</td> <td>1108/1126</td> <td>1181/1200</td> <td>1290/1325</td> </tr> </tbody> </table> <p>The numbers above compare very favourably with the other authorities in Wales.</p>		2008	2009	2010	2011	2012	2013	KS1	1193/1218	1124/1145	1152/1156	1108/1126	1181/1200	1290/1325	Ensure that every pupil is assessed in Welsh as first language at the end of KS1 and KS2.																																																																																						
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<p>Adopt systematic processes for measuring the demand for Welsh-medium childcare and Welsh-medium statutory educational</p>	<p>In November 2011, a comprehensive adequacy assessment was prepared of child care provision in Gwynedd. The assessment indicated that the vast proportion of child care provisions were services provided through the medium of Welsh, or Welsh principally with some use of English (90%). Only 1% of the providers noted that they made provision through the medium of English only, with somewhat more (9%) noting that they provided their service mainly in English with some use of Welsh. 2008 In addition, 4% of the parents and carers who responded to the questionnaire expressed a wish to see an improvement in the provision through the medium of Welsh. <i>Information on the latest adequacy assessment will be available</i></p>	<p>Ensure that every Early placement establishes foundations for Welsh. Annually</p> <p>Every child</p>																																																																																					

**Gwynedd
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(*awaiting Stats Wales data)

Schools receive additional support in those areas where further developments are required - through additional visits, specific courses for Developing Welsh in the areas where further developments are required, and through providing appropriate resources.

<p>provision. Act promptly on the findings of parental surveys.</p>	<p><i>in January 2014.</i></p> <p>The LA's policy is to offer a part-time nursery place to children in their catchment-area school from the September following their third birthday. This is implemented at every school throughout the county except in two [Llanbedr and Dyffryn Ardudwy]; in the case of these schools, there are no appropriate resources available to provide nursery provision (an application was presented to the Assembly to change this arrangement). In these places, the LA, through the Early Years Unit, collaborates with the voluntary organizations, Mudiad Ysgolion Meithrin and Wales Pre-school Play Groups to ensure free nursery places for the children. Appendix 3 notes 3 lists of Nursery Groups who provide Nursery Education across the County.</p> <p>The Early Years Unit are planning to ensure that the Authority fulfils the statutory requirement of ensuring a nursery place for every child from the term following his 3rd birthday. From September 2013, the nursery education provision is provided at 69 placements throughout the county. The Authority provides a termly grant for these provisions. There are 32 placements in Arfon, 16 in Dwyfor and 21 in Meirionnydd namely Welsh medium and bilingual placements that are maintained by the Authority to meet the requirements of providing Nursery Education for the pupils. The entire placements, including those of voluntary organizations, are regularly monitored. Part of this monitoring involves ensuring that they comply with the County's Language Policy requirements.</p> <p>The Authority provides an Annual core grant for the Mudiad Ysgolion Meithrin. This grant is used as support to support the posts of the three development officers and the three language officers. Collaboration also occurs to support the leaders training programme. The Authority also provides a core grant for Wales Play Groups Association towards employing an officer.</p> <p>An opportunity was also provided for leaders of non-supported groups, who do not speak Welsh or who lack confidence in the language, to attend a course so that they promote bilingualism in the groups.</p> <p>By now, the size of the foundation phase/nursery support team has grown to a senior Foundation Phase teacher, 3 full-time teachers and 2 part-time teachers.</p>	<p>receives a skills assessment in Language, Literacy and Communication in Welsh on entry to and at the end of part-time nursery education and at the end of the Foundation Phase. January 2014</p>
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	<p>This implies more support for leaders of non-supported groups and termly training. Within Flying Start, there is a senior Flying Start teacher, a part-time teacher and a full-time teacher will start in January 2014. At the training sessions and during site visits, the need has been emphasised to establish firm foundations for Welsh during the Early Years. Every effort has been made to ensure that the basic assessment provides a school with initial information on every child's language situation. This is an important step as regards progression planning.</p> <p>As regards statistics for 'Gwynedd Ni' November 2013, there are 54 Ti a Fi Groups across the County. In Arfon there are 26 Groups, 8 in Dwyfor and 20 in Meirionnydd.</p> <p>The two integrated centres that support the early years provision are located within the county, with the Education Department in charge of one, Plas Pawb at Caernarfon and the other is under the care of Barnardos, Caban Bach Blaenau Ffestiniog that are wholly bilingual. A high number of child care staff have received ELKLAN accreditation to promote understanding and use of language with young children. Substantial input is received from Flying Start language therapist to promote language development.</p> <p>Following Flying Start Scheme input, the child care placements on these sites have received quality accreditation and provide free child care for 2 to 3 year olds within the Scheme's boundaries. 5 of the new provisions (1- since September 2011) (4 October 2013) need to give a commitment to work on receiving accreditation, 2 placements need to renew the accreditation and one placement has received quality accreditation for the second time. New future accreditations will commit to the quality accreditation. All the agencies involved with Flying Start promote Welsh and bilingualism in its work by working with the children and their families e.g. Family Support Team, Key Workers, Health Team, Flying Start Language Therapist.</p> <p>There are 4 Language and Play Officers and by now they have put down roots throughout Gwynedd, focussing a good deal on holding groups in Gwynedd Communities First areas. In recent years, the officers have worked with local artists through imitating 'Engage Cymru' work at several pre-school placements at Pwllheli, Caernarfon, Bangor and Caernarfon. These workshops have assisted to develop the</p>	
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<p>Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium</p>	<p>children's language, literacy and communication skills encouraging them to speak and listen through offering exciting and participatory experiences to refer to and explore new vocabulary.</p> <p>Since 2012, there are full-time Key Workers in each of the Flying Start catchment-areas. They have developed from their roles as Basic Skills officers that provide a variety of Welsh sessions for Flying Start parents and children. Language and Play sessions are offered, story sessions, lullaby singing sessions, story sacks and movement sessions - 'Jabadao' Yoga sessions following accreditation training and massaging sessions. These officers distribute a pack of bilingual books for Flying Start 3 year olds. These book packs are in addition for Flying Start children. In addition, Gwynedd Library Service forms part of the Flying Start scheme. With every scheme, every toddler receives a free Flying Start pack on his health assessment between 8-12 months from his health visitors and an Early Years pack on his 24 months health assessment. The books pack contains an invitation for parents/carers to provide their child with membership of the library (as the child becomes a member, he will receive another free book from the Gwynedd Library Service). The staff are trained to implement ELKLAN to promote understanding and the use of language.</p> <p>Evidence shows that these multi-disciplinary teams including the Health Visitors and Twf officers do a considerable amount of work throughout the County to work with parents to present the importance of the Welsh Language displaying the possible methods of transferring the Welsh Language early in a child's life.</p> <p>As the Language Policy emphasises bilingualism and the need to establish robust foundations for Welsh during the early years, and develop this at the following key stages, it goes without saying that there is a demand.</p> <p>As mentioned above, there is the same expectation as regards Welsh for every school, namely provide an opportunity for all pupils in the County to be confidently bilingual. Consequently, any new plans presented, such as proposals for 21st C Schools, are subject to Language Policy requirements.</p> <p>The framework and strategic basis adopted for Schools re-organization within 21stC</p>		
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<p>education.</p>	<p>Schools Programme places the Welsh Language as one of the main principals and considerations when drawing up proposals.</p> <p>During schools re-organisation in areas where the Welsh Language holds its ground, ensuring a robust and sustainable education provision in future within these areas contributes towards stabilizing and solidifying the situation as regards the language.</p>	
<p>Ensure collaborative working through consortia.</p>	<p>The contents of this Plan and that of the Education Language Policy is a core consideration when establishing any new provision or any collaborative arrangement established.</p> <p>In the Improving Schools Service Outline Business Plan, for North Wales authorities, the following is noted as a basis for the key functions of the new entity namely GwE: <i>'The key functions of the new entity will be based on the core principle of providing strategies for the Welsh Language locally and nationally and to increase the excellence in pedagogy and Welsh medium/bilingual education in communities throughout North Wales.'</i> Gwynedd Authority commission for the Service will convey this expectation wholly clearly in all aspects of GwE workforce involvement with all our schools.</p> <p>The cross-authority strategy group is led by the Head of Education that focuses on Welsh, Welsh medium and building upon capacity in every Authority. Hopefully this group can have an impact as regards the discussion on the language continuum having a substantial impact on the status of Welsh at every school and quality of its teaching as a language and its further use as a learning medium.</p>	
<p>Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for</p>	<p>The objective of the Language Centres is to provide an intensive course in Welsh for immigrants to enable them to assimilate into the bilingual community and fully participate in bilingual education experiences. This provision has a core role in assisting primary and secondary schools to implement the current Language Policy.</p> <p>There are now four primary centres and one secondary centre, that is wholly unique in Wales. The primary centres are located at Caernarfon, Dolgellau, Llanybi and Penrhyndeudraeth, and the secondary centre is located at Porthmadog.</p>	<p>Ensure the continuation of the current provision and that there is a firm arrangement for monitoring progression at primary and secondary schools.</p>

<p>latecomers.</p>	<p>Between 2005 and October 2013 a total of 1188 primary pupils and 424 from secondary schools have benefited from attending the language centres.</p> <p>A recent exciting development has been the Project for Assimilating Parents, under the Government's auspices. The provision was audited and parents gave a very positive feedback.</p> <p>So as to ensure appropriate progression at the schools, the centre's teachers will provide after-care for every pupil upon their return to their schools.</p> <p>An Immersion Scheme has been established at Ysgol Tryfan. This provides a taster period for Y5 primary school pupils with a follow-up of intensive attention at the start of secondary school for pupils who have little grasp of Welsh. This is proving to be a success and enables pupils who would perhaps not have chosen Welsh in the secondary to continue their education through the medium of Welsh/bilingually.</p> <p>Number of pupils who attended the immersion course between 2007-2013:</p> <table border="1" data-bbox="770 683 842 1758"> <thead> <tr> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>o 17</td> <td>o 24</td> <td>o 20</td> <td>o 17</td> <td>o 35</td> <td>o 39</td> <td>o 25</td> </tr> </tbody> </table>	2007	2008	2009	2010	2011	2012	2013	o 17	o 24	o 20	o 17	o 35	o 39	o 25	
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o 17	o 24	o 20	o 17	o 35	o 39	o 25										
<p>Establish a Welsh-medium Education Forum and establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.</p>	<p>As mentioned above, the entire work of the Council and Education Department is driven by the requirements of the Education Language Policy and the Council's Language Plan. Within this context, all the Council's activities and deliberations and specifically Gwynedd and Isle of Anglesey Children and Young People Partnership prioritises the requirements of the Welsh language.</p> <p>A working group was established that contains representatives from amongst officers, GwE, headteachers, primary school language co-ordinators, secondary school language co-ordinators as well as the Cabinet member for Education to steer the development of the Strategic Plan. This group will also be responsible for monitoring the Plan's implementation.</p> <p>Likewise, the Council Language Committee's contribution will be crucial in the process of monitoring progress against the priorities.</p>															

<p>Provide information for parents/carers</p>	<p>The LA provides parents with general information regarding the county based provision. It is distributed to the parents of primary school pupils in January and to the parents of secondary school pupils in November. It contains information about the admissions policy. The schools prepare their own prospectus.</p> <p>The services provided by the educational welfare service are available in Welsh and English as the ability to use both languages is an essential requirement for these posts.</p> <p>An independent conciliation service, on SEN, is currently available through an arrangement with SNAP Wales, that again provides a Welsh and English medium service.</p>		
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Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school
You should also complete Appendices 2/3

A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress
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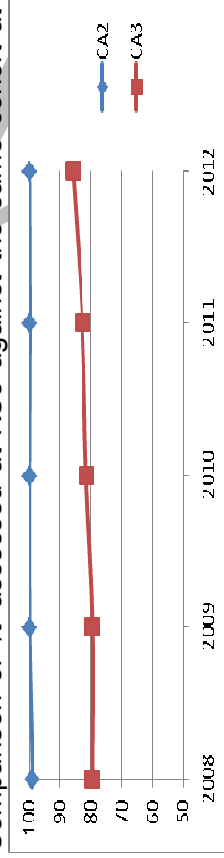
Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)

Shown below are pupil numbers in KS3 cohort as well as % assessed in Welsh as First Language.

	2008	2009	2010	2011	2012	2013
KS3	1150/1441	1135/1426	1054/1290	1185/1427	1154/1341	1095/1328
Gwynedd	80%	80%	82%	83%	86.1%	82.5%
Wales	5800/36266 (16%)	5594/35221 (15.9%)	5550/34717 (16%)	5862/35903 (16.3%)	5787/34520 (16.8%)	

*number in the cohort/number assessed

Comparison of % assessed at KS3 against the same cohort at KS2, on number only.



The % assessed in Welsh as First Language at the end of KS3, in comparison with other authorities, is good. However, there is a desire to increase the % through impacting on practices at a school that contributes substantially to pupil numbers who are not assessed in Welsh as First Language at the end of the key stage. Discussions on how best to impact these practices have already been held with this school's catchment-area language co-ordinator, it is intended to enhance this discussion to a group of the catchment-area's primary school headteachers in January 2014.

**Percentage assessed in Welsh as First Language
at the end of KS3**

	2007	2008	2009	2010	2011	2012	2013
1	83.0	79.8	79.6	81.7	83.0	86.1	82.5
2	71.6	71.4	65.9	66.3	63.3	64.9	
3	59.4	59.8	63.8	63.8	61.2	70.7	
4	30.2	33.1	36.9	35.5	35.4	36.5	
5	19.8	20.5	18.7	20.1	20.7	18.8	
6	16.7	17.8	18.0	17.0	17.0	18.7	
7	15.3	16.0	15.9	16.4	16.4	17.2	
8	14.0	14.1	15.7	16.0	16.3	16.8	
9	11.5	13.1	12.7	13.7	12.7	13.8	
10	10.8	11.1	11.9	11.2	12.2	13.7	
11	10.7	10.6	9.9	10.6	11.5	11.0	
12	10.2	10.1	9.2	10.6	10.7	11.0	
13	8.8	9.9	9.2	10.1	9.6	10.6	
14	8.7	9.5	9.1	9.6	9.4	10.4	
15	8.6	9.3	9.1	9.1	9.0	10.3	
16	8.4	9.0	8.1	8.7	8.9	9.7	
17	7.2	8.8	7.8	8.4	7.5	8.4	
18	4.9	5.0	5.3	4.6	6.9	5.9	
19	.	.	.	.	6.0	4.6	
20	.	.	.	.	.	.
21	.	.	.	.	.	.
22	.	.	.	.	.	.
23	.	.	.	.	.	.

**Gwynedd
Cymru**

(Data Stats Wales not published)

Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4.

The Language Policy places an emphasis on bilingualism and the need to establish firm foundations for Welsh in the early years and build on that during the following key stages.

See Appendix 2 on number and percentage of pupils attending non maintained Welsh medium placements and funded non maintained Welsh medium placements that provide the foundation phase who transfer to Welsh medium and bilingual schools.

Shown below are pupil numbers at KS1 cohort (and the foundation phase) and KS2 and the number assessed in Welsh as First Language.

	2008	2009	2010	2011	2012	2013
CA1/CS	1193/1218	1124/1145	1152/1156	1108/1126	1182/1200	1290/1325
CA2	1384/1387	1313/1313	1272/1277	1264/1269	1227/1238	1128/1139
CA3	1150/1441	1135/1426	1054/1290	1185/1427	1154/1341	1095/1328

*number in the cohort/number assessed

The table below shows the number of pupils who have sat Welsh as First Language examination during the past five years as well as the % who achieved grade A*-C.

	2009	2010	2011	2012	2013
Number in the cohort	1419	1425	1420	1422	1394
Number/% of entrants	1119 (78.9%)	1120 (78.6%)	1122 (79%)	1125 (79.1%)	1126 (80.8%)
% achieving A*-C	813 (72.7%)	813 (72.6%)	814 (72.5%)	818 (72.7%)	817 (72.6%)

The % sitting an examination in Welsh as First Language has reached 80% since 2009, that is a very positive figure. The % achieving grade A*-C is also good. However, it is envisaged that improving progression at KS3 will have a positive impact on the % who go on to sit a GCSE examination in Welsh as First Language. It is expected that the outcomes of the discussions in the catchment-area mentioned above will have a positive impact on this.

Promote a higher proportion of Welsh-medium provision within bilingual schools.

The table below shows the increase in the number and % of pupils who have reached level 3+ at the end of KS2 over the past 5 years.

	2008	2009	2010	2011	2012	2013
Level 3+	1295/1378 (94%)	1255/1307 (96.0%)	1208/1272 (95%)	1201/1264 (95%)	1168/1228 (95.1%)	1094/1130 (96.8%)

The county does not define secondary schools according to language categories due to their being the same expectation as regards the Language Policy, namely provide all pupils within the county with an opportunity to be confidently bilingual. The one exception is at Bangor as two secondary schools, Ysgol Tryfan and Ysgol Friars share the same catchment-area. There is a common expectation on both schools to provide a Welsh as First Language progression at KS3 for those pupils who achieved level 3+ [level 3 or above] at the end of KS2. What varies between both schools is the cross-subject provision; all the subjects are offered through the medium of Welsh at Ysgol Tryfan whilst the long-term expectation for Ysgol Friars is to ensure that sections of the curriculum are available bilingually.

The table below shows the % of pupils who achieved **level 3+ or above** at KS2 who received a Welsh as First Language assessment at the end of KS3.

% of pupils achieving level 3+ or above at KS2 who received a teacher assessment in Welsh as first language at the end of KS3						
	2008	2009	2010	2011	2012	2013
Gwynedd	1066/1222 (87.2%)	1066/1213 (87.9%)	985/1111 (88.7%)	1113/1238 (89.9%)	1104/1205 (91.6%)	1047/1163 (90.0%)

The % continuing with Welsh as first Language and who are assessed at the end of KS3 is good. This is to be commended but the figures are not as good at a secondary school where the pupils do not follow Welsh as First Language if they have not reached level 4 or above at the end of KS2. Encouraging the school to increasingly progress towards the target will be one of the Strategy Plan's priorities and will be a principal field for the discussions to be held within the Ysgol Tryfan / Ysgol Friars catchment-area as regards how best to have a positive impact on this.

As regards progression in use of Welsh as a medium, confirmation will be required of the expectation that every school focus on using the language cohorts as a basis to track language development during the life-span of this Plan. This action is now strengthened through the work of the catchment-area language co-ordinators and the secondary school language co-ordinators and this field will receive due focus in the already mentioned catchment-area.

The secondary schools receive information about every pupil's **language cohorts** from the catchment-area Language Co-ordinator, as they transfer from the primary to the secondary school. This will be of assistance as they decide on the most appropriate provision for them as regards language and subjects medium, and to ensure progression and continuity.

An audit was conducted in 2010 to discover information about the curriculum medium and examinations at the secondary schools. The situation remains unchanged.

Curriculum Medium

Welsh	English	Formal Bilingual	Use of both languages
6	1	2	5

Examinations Medium

Welsh	English	Use of both languages
3	2	9

In the teaching and learning, **formal bilingual** refers to a modular system where it is ensured that the teaching, the materials, the tasks and discussion occur in the language appropriated for an unit. This situation is managed by the teacher.

At those schools where **use of both languages** is mentioned, although it is not as structured as the above, both languages are used to reinforce the learning, and an emphasis is placed on purposeful concurrent use of language tasks, namely deal with a resource in one language and respond to it in another language.

It is emphasised that priority is given to the contents, medium and the entire

	<p>arrangements of curriculum presentation rather than the examination papers medium.</p> <p>There is a need to continue to raise awareness of the requirement to expand the provision for subjects through the medium of Welsh and to formalize the situations where both languages are used. This aspect will be focussed upon through the work of the Catchment-area Language Co-ordinators and the Secondary schools Language Co-ordinators who hold regular meetings.</p>		
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Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh																											
Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning																											
You should complete Appendix 4																											
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress																								
<p>Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh</p>	<p>The table below shows the % of Y11 pupils studying for 2 or more qualifications through the medium of Welsh:</p> <table border="1"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>1074/1454 (73.9%)</td> <td>1121/1361 (82.4%)</td> <td>1090/1395 (78.1%)</td> <td>1083/1375 (78.8%)</td> <td>988/1249 (79.1%)</td> <td>1141/1392 (82.0%)</td> </tr> </tbody> </table> <p>The table below shows the % of Y11 pupils studying for 5 or more qualifications through the medium of Welsh:</p> <table border="1"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>870/1454 (59.8%)</td> <td>870/1361 (63.9%)</td> <td>848/1395 (60.8%)</td> <td>890/1375 (64.7%)</td> <td>837/1249 (67%)</td> <td>993/1392 (71.3%)</td> </tr> </tbody> </table>	2008	2009	2010	2011	2012	2013	1074/1454 (73.9%)	1121/1361 (82.4%)	1090/1395 (78.1%)	1083/1375 (78.8%)	988/1249 (79.1%)	1141/1392 (82.0%)	2008	2009	2010	2011	2012	2013	870/1454 (59.8%)	870/1361 (63.9%)	848/1395 (60.8%)	890/1375 (64.7%)	837/1249 (67%)	993/1392 (71.3%)		
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<p>Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009</p>	<p>All the schools respond to the Learning and Skills Act requirements and have utilised collaborative partnerships.</p> <p>Across the secondary schools, 153 different qualifications are provided through the medium of Welsh/bilingually for 10,883 (59%) candidates in the current Y11. 22 of these qualifications are provided through the medium of Welsh only for 2542 candidates.</p> <p>Development of bilingual education is still promoted as one of the principal strategic priorities of the 14-19 Network and appropriate language progression is ensured as a core aspect of the Network's operational groups remit.</p>																										

<p>Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools</p>	<p>There is an expectation that every 14-16 course that is funded through the grant be available bilingually [only in rare exceptions is consideration given to support courses that are available in one language only].</p> <p>4 of the 6 post-16 collaborative occupational courses provided by Coleg Menai for schools in the Arfon area are provided bilingually and are followed by 39 students. Dseveral of the collaborative courses between schools are also provided through the medium of Welsh or bilingually. The collaborative courses include the collaborative provision with schools on Isle of Anglesey, where the maximum is limited to 15 learners per course across both areas.</p> <p>In the short term, bilingual interactive e-teaching resources will continue to be developed through the work of the 14-19 Network e-teach Centre (Y GRe) that is funded through 14-19 grant funding. Use of these resources is promoted through a Users Group that contains representatives from every school and through an annual training programme. Through regional collaboration, bilingual training is provided on the use of these resources.</p> <p>Every school ensures that every KS4 pupil utilizes the individualized Learning Pathway Scheme that is available bilingually to record his learning pathway (including the courses of study that he is entitled to study and the personal support available).</p>																		
<p>The table below shows the % of 16-19 year old students studying subjects through the medium of Welsh.</p>	<table border="1"> <thead> <tr> <th>% 16-19 year olds studying subjects through the medium of Welsh in schools.</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Number 16-19</td> <td>717</td> <td>729</td> <td>748</td> </tr> <tr> <td>C=Welsh</td> <td>254 (35.4%)</td> <td>274 (37.6%)</td> <td>290 (38.8%)</td> </tr> <tr> <td>P=Bilingual</td> <td>374 (52.2%)</td> <td>368 (50.5%)</td> <td>424 (56.7%)</td> </tr> </tbody> </table>	% 16-19 year olds studying subjects through the medium of Welsh in schools.	2010	2011	2012	Number 16-19	717	729	748	C=Welsh	254 (35.4%)	274 (37.6%)	290 (38.8%)	P=Bilingual	374 (52.2%)	368 (50.5%)	424 (56.7%)		
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R=Two languages in the same class	275 (38.4%)	297 (40.7%)	248 (33.2%)
E=English	398 (55.5%)	421 (57.8%)	408 (54.5%)

	2013
Number 16-19	698
C=Welsh	293 (42.0%)
P=Bilingual	431 (61.7%)
R=Two languages in the same class	212 (30.4%)
E=English	356 (51.0%)

There are some limitations on the data. There are four codes for Welsh Medium Learning Activity, namely [C] (Welsh), [E] (English), [P] (Bilingual) and [R] different language groups in the same class. [C] and [P] are included in the above analysis but not [R] as the Welsh/English medium cannot be differentiated in the same group. Note that every subject UG/A [including BAC a SHC] are included.

The 14-19 Network utilises a 14-19 revenue grant to promote post-16 Welsh/bilingual medium provision. Language progression is ensured for the KS4 occupational collaborative provisions [except in Computer Games Creative Mediums].

Use is promoted of the range of very high quality bilingual inter-active e-teaching resources that has been developed through the work of the 14-19 Network e-teach Centre (Y GRE) and supporting aspects of flexible pedagogy through 'Moodle' developments.

The 16+ Learning Partnership is in the vanguard of the strategic planning work as regards the Transitional agenda requirements. One of the main work streams will be to identify the likely impact of the collaborative model on Welsh/bilingual medium provision. Focus is also placed on identifying the principal factors that impact the choice of 16+ learning medium.

From January 2013, the 16+ Learning Partnership identified requirements for Gwynedd and Isle of Anglesey 16-19 Learning Consortium Lead Board (Stage 1) giving consideration to data on language medium when preparing strategy priorities for Stage 2 (Setting out expectation and direction).

The need has been identified to reconcile the processes for admitting learners on post-16 courses in the area to ensure that they receive information and language medium through which a course is taught. IN addition, a framework of measures for bilingualism needs to be established so that post-16 provision including vocational courses are monitored and to identify gaps in Welsh medium provision. A questionnaire system will be provided by the Consortium for the Voice of the Learner so as to identify how learners select language medium on post-16 courses.

Another element of the Consortium's work will be to identify opportunities in the economy where use of Welsh is essential in the workplace.

Year	2009	2010	2011	2012
n2+	461	439	442	506
N	722	717	729	748

Further attention needs to be given to:

- Percentage of 16-19 learners who study 2 or more subjects through the use of Welsh/bilingually e.g. elements of qualifications/modules
- Opinion on this percentage and whether specific action in partnership with schools to maintain or increase this, is required.

This will be developed to measure performance as part of Stage 1 of the Consortium's Planning and Implementation Cycle namely the Data and Evidence to identify gaps in the provision.

<p>Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision</p>	<p>Through increasing collaboration with Isle of Anglesey 14-19 Network, a series of bilingual vocational courses is provided for KS4 pupils and 16+ students.</p> <p>At a regional level, the North Wales Welsh Medium Education Forum's work is supported thus promoting the work of Ffora Wales. Through purposeful use of Learning Pathways funding, the cross boundary collaboration has been expanded and several local partners have been supported to provide support, advice and guidance for an establishment beyond an area. This collaboration includes provision of Welsh medium courses and developing resources for Welsh medium provision.</p>		
<p>Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships</p>	<p>The 14-19 Network through its partnership groups plans for post-16 Welsh medium provision in compliance with agreed protocols.</p> <p>The 16+ Learning Partnership focuses when planning on the likely impact of a collaborative model on Welsh/bilingual medium provision and in identifying the principal factors that impact the choice of 16+ learning medium.</p> <p>As part of the preparations towards establishing Gwynedd and Isle of Anglesey 16-19 Learning Consortium, a focus is placed on creating a more effective local data gathering systems that will then be able to impact planning of post-16 collaborative provisions.</p> <p>As previously mentioned, the above forms a core role of the Consortium's work. The Consortium's Implementation and Monitoring Group commenced in November 2013 and there is a need to develop a framework of constant measures for all providers who offer a range of courses on use of Welsh as a learning medium.</p> <p>In the collaborative provision with the Isle of Anglesey, the number who are able to jointly follow courses is limited to a maximum of 15 pupils per course.</p>		

There is collaborative provision between schools in Arfon that provides access to Welsh medium academic courses : PE, Sociology, Drama, Geography, History, Psychology. In some instances, this provision is implemented across the Môn/Menai area.

Ensuring an appropriate linguistic progression is an integral part of the terms of reference of the Partnership Group and 14-19 Network Planning Sub-group and data concerning the number of courses/number of learners will be discussed during the year to check compliance and to gauge progress.

The table shows the number and percentage of students studying the BAC through the medium of Welsh (C), Bilingually (P), in a mixed-language class (R) and English (E).

	2009	2010	2011	2012	2013
N	722	717	729	748	
C	38 (5.3%)	73 (10.2%)	84 (11.5%)	91 (12.2%)	
P	154 (21.3%)	158 (22%)	134 (18.4%)	205 (27.4%)	
R	62 (8.6%)	64 (8.9%)	86 (11.8%)	127 (17%)	
E	0 (0%)	0 (0%)	0 (0%)	0 (0%)	

Outcome 5: More learners with higher skills in Welsh You should also complete Appendix 4																																									
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress																																						
Improve provision to address literacy in Welsh	<p>The Authority focuses on improving standards of literacy in Welsh by:</p> <ul style="list-style-type: none"> • challenging performance [and trends in performance] in the FP/KS2/KS3/KS4/KS5 as part of a termly monitoring visit [Visit 1] • challenging performance [and trends in performance] in the reading tests as part of a termly monitoring visit [Visit 1] • challenging the quality of achievement/staff feedback as part of the termly monitoring visit [Visit 2] • identifying and encapsulating the principal matters requiring further attention from schools and commissioning further support for specific cases/situations • introducing an annual training programme for intervention programmes, e.g. 'Dyfai Ddnc' • identifying excellent/good practices at a regional level and ensuring that those practices are appropriately cascaded • facilitating the work of the Assistant Partners regarding targeting support and guidance in the field of Welsh literacy • supporting the national support programme [CfBT] and monitoring the response of schools 																																								
Improve provision and standards of Welsh First Language	<table border="1"> <thead> <tr> <th colspan="4">% of Foundation Phase pupils attaining outcome 5+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Level 2+/Outcome 5+</td> <td>1076/1222 (88.1%)</td> <td>1044/1121 (93.1%)</td> <td>1044/1148 (90.9%)</td> <td>1023/1106 (92.5%)</td> <td>1035/1182 (87.6%)</td> <td>1120/1290 (86.8%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">% of KS2 pupils attaining level 4+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% level 4+</td> <td>909/1255 (72.4%)</td> <td>1084/1378 (78.7%)</td> <td>1076/1307 (82.3%)</td> <td>1066/1272 (83.8%)</td> <td>1046/1264 (82.8%)</td> <td>1034/1228 (84.2%)</td> <td>983/1130 (87%)</td> </tr> </tbody> </table>	% of Foundation Phase pupils attaining outcome 5+ for teacher assessments in Welsh					2008	2009	2010	2011	2012	2013	Level 2+/Outcome 5+	1076/1222 (88.1%)	1044/1121 (93.1%)	1044/1148 (90.9%)	1023/1106 (92.5%)	1035/1182 (87.6%)	1120/1290 (86.8%)	% of KS2 pupils attaining level 4+ for teacher assessments in Welsh					2007	2008	2009	2010	2011	2012	2013	% level 4+	909/1255 (72.4%)	1084/1378 (78.7%)	1076/1307 (82.3%)	1066/1272 (83.8%)	1046/1264 (82.8%)	1034/1228 (84.2%)	983/1130 (87%)		
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	<table border="1" data-bbox="225 703 384 1794"> <thead> <tr> <th colspan="7">% of KS3 pupils attaining level 5+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% level 5+</td> <td>890/1159 (76.8%)</td> <td>857/1150 (74.5%)</td> <td>885/1135 (78.0%)</td> <td>808/1054 (76.7%)</td> <td>984/1185 (83.0%)</td> <td>996/1154 (86.3%)</td> <td>987/1095 (90.1%)</td> </tr> </tbody> </table> <table border="1" data-bbox="416 730 576 1794"> <thead> <tr> <th colspan="7">% of KS4 pupils attaining grades A*-C in Welsh GCSE</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% A*-C</td> <td>798/1107 (72.1%)</td> <td>829/1117 (74.2%)</td> <td>803/1119 (71.8%)</td> <td>777/1147 (67.7%)</td> <td>808/1117 (72.3%)</td> <td>752/1017 (73.9%)</td> <td>817/1136 (71.9%)</td> </tr> </tbody> </table> <p data-bbox="651 573 884 1809">As noted above, the % receiving a Welsh First Language assessment at the end of the key stages and the % attaining the expected levels/grades are good. There remains, however, the need to continue to attempt to improve and raise standards in Welsh and in this context, every secondary school will be expected to use the language cohorts to plan linguistically for using the Welsh language as a learning medium. It is also anticipated that collaboration between primary and secondary schools in terms of ensuring a mutual understanding of levels/assessments and preparing profiles for accreditations will help in this aspect.</p>	% of KS3 pupils attaining level 5+ for teacher assessments in Welsh								2007	2008	2009	2010	2011	2012	2013	% level 5+	890/1159 (76.8%)	857/1150 (74.5%)	885/1135 (78.0%)	808/1054 (76.7%)	984/1185 (83.0%)	996/1154 (86.3%)	987/1095 (90.1%)	% of KS4 pupils attaining grades A*-C in Welsh GCSE								2007	2008	2009	2010	2011	2012	2013	% A*-C	798/1107 (72.1%)	829/1117 (74.2%)	803/1119 (71.8%)	777/1147 (67.7%)	808/1117 (72.3%)	752/1017 (73.9%)	817/1136 (71.9%)	
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<p>Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p>A working group for 'Promoting the Welsh Language in Gwynedd' was established under the chairmanship of the Head of Education following language impact findings in some Gwynedd primary schools. It includes representation from the primary schools, the Council, the Education Department and others. Methods were discussed of attempting to promote the Welsh language outside the walls of the classroom. The 'Ffactor C' conference was held in June 2011 and a schools' Language Charter was launched at the conference.</p> <p>By means of the Language Charter, it is ensured that every layer of the school's community, i.e. pupils, parents, governors – are accountable/active when promoting a healthy attitude towards/increasing the social use of the Welsh language. Specific targets are set for the requirements of the Charter's bronze award which ensure that definite guidance and strategy are prepared in order to increase the use of Welsh in every school in accordance with the linguistic situation/vision of every individual community. It is ensured, by means of the targets</p>																																															

set, that procedures to reward/encourage children to use the Welsh language socially, in the classroom and on the playground, have been established, e.g. the visual targets of 'Steps to the Summit' which set out clear steps on how to increase the use of the Welsh language, etc.

One target for the silver award has been denoted in each section, and it is required that each school attains those targets. Every school has received guidance and a disc which contains appropriate resources to implement these targets. Furthermore, each school sets its own vision for the requirements of the silver award.

As a result of this:

- Language Charter Professional Learning Communities have been established in order to collaborate on projects to raise an awareness of and promote the Welsh language on a catchment area basis
- the child has a strong voice in the process of promoting the social use of Welsh, e.g. members of the School Council act on ideas to influence the wider community to use the Welsh language
- activities are conducted which place a focus on raising the profile and value of Welsh in schools
- the aim is to change attitudes/maintain healthy attitudes towards the language with every school responsible for preparing a pamphlet and presentation which convey the message of the benefits of speaking Welsh and the advantage of being bilingual. Every school has received a pamphlet, presentation and guidance on how to address parents on the educational, economic and cultural advantages of being bilingually proficient
- good practices are shared. Instruction on playground games is ensured for every school in Gwynedd.

In terms of the secondary sector, the Working Group to Increase the Social Use of the Welsh Language in the Secondary Sector was established in September 2013. The working group focuses on developing and establishing a follow-up to the Gwynedd Primary Schools' Language Charter in the secondary sector. The young people themselves will play a key role in the development of the scheme. The principal aim of the project is to discover or form practical solutions to increase the social use of the Welsh language among young people in the secondary schools of Gwynedd.

	<p>It is also anticipated that support networks and professional learning communities will be formed and used in the same way as with the Primary Language Charter in order to collaborate on projects to raise an awareness of and promote the Welsh language on a catchment area basis.</p> <p>It is also anticipated that any scheme will aim to change attitudes/maintain healthy attitudes towards the language and bilingualism. It is possible that every school (as in the case of the Primary Charter) will be responsible for preparing a pamphlet and presentation which conveys the message of the benefits of speaking Welsh and the advantages of being bilingual, to children and parents. Provide a presentation/address parents on the educational, economic and cultural advantages of their children being bilingually proficient.</p> <p>In terms of supporting schools to plan for the informal use of Welsh and to gauge the impact of their schemes, the Authority will:</p> <ul style="list-style-type: none"> • provide guidance/share resources that support the targets of the Language Charter by means of conferences, e-mails, CDs, etc. • communicate, provide guidance and set clear expectations of the targets that need to be set for the Charter through the 'implementation programme' format. Share good practices which exist from 'school to school'. Ensure regular communication via e-mail/Twitter/Facebook, etc. • Exemplify the evidence and methods of gauging impact that every school need to present by preparing and sharing an information book (measure outcomes) • Collaborate on/jointly plan with schools ideas/activities that place a focus on raising the profile and value of the Welsh language, e.g. invite 'celebrities' to schools in order to generate an interest and inspire the children. Conduct a Welsh fair, 'Cymru Cwl' weeks, etc. • Equip schools to speak to parents about the advantages of Welsh by preparing leaflets and presentations for them. • Collaborate closely with Welsh for Adults in order to ensure support and encourage parents to attend lessons and to learn Welsh in schools. Structure activities so that 'learners' and pupils practise using Welsh together. Share the process and templates used among pilot schools with the rest of the schools in Gwynedd. • Share resources that support the targets of the Language Charter by means of conferences, e-mails, CDs, etc. 	
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	<ul style="list-style-type: none"> Communicate, provide guidance and set clear expectations in terms of the expected aims. Share good practices, exemplify the evidence needed through letter and 'implementation programme' format. Exemplify the type of evidence that gauges impact/progress, e.g. questionnaires prior to/after an activity, a record of progress on visual targets, a record of the School Council's vision, etc. Equip schools to speak to parents about the advantages of the Welsh language by preparing leaflets and presentations for them. Collaborate closely with Welsh for Adults in order to ensure support and encourage parents to attend lessons and learn Welsh in schools. Structure activities so that 'learners' and pupils practise using Welsh together. (Pilot scheme.) <p>In terms of ensuring that schools adopt a whole-school attitude to plan for the informal use of Welsh in Welsh and bilingual schools:</p> <ul style="list-style-type: none"> the requirements of the bronze and silver awards of the Language Charter ensure that every member of the school community is active and accountable to the aim of increasing the social use of Welsh. every school is responsible for drawing up an 'implementation programme' based on its language background and individual vision. There are targets in each section of the Language Charter to which everyone has to attain. Each school will be accredited by external validators. The Government's Guidance on Developing Informal Welsh in the Secondary Sector will inform Gwynedd's scheme. 																																	
<p>Improve provision and standards of Welsh Second Language</p>	<p>The tables below show the number of pupils assessed in Welsh as a Second Language at the end of KS2 and KS3.</p> <table border="1" data-bbox="1098 629 1158 1809"> <tr> <td>KS2</td> <td>2007</td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>L4+</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/4</td> <td>0/3</td> <td>0/1</td> </tr> </table> <table border="1" data-bbox="1187 629 1273 1809"> <tr> <td>KS3</td> <td>2007</td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>L5+</td> <td>72/213 (33.8%)</td> <td>160/295 (54.2%)</td> <td>187/293 (63.8%)</td> <td>136/238 (57.1%)</td> <td>139/246 (56.5%)</td> <td>127/191 (66.5%)</td> <td>180/236 (76.3%)</td> </tr> </table> <p>A second language pilot was not implemented in Gwynedd schools.</p>	KS2	2007	2008	2009	2010	2011	2012	2013	L4+	0/0	0/0	0/0	0/0	0/4	0/3	0/1	KS3	2007	2008	2009	2010	2011	2012	2013	L5+	72/213 (33.8%)	160/295 (54.2%)	187/293 (63.8%)	136/238 (57.1%)	139/246 (56.5%)	127/191 (66.5%)	180/236 (76.3%)	
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	<p>The table below denotes the % of pupils at the end of KS4 attaining grades A*-C in Welsh Second Language GCSE (full course).</p> <table border="1" data-bbox="300 629 387 1809"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>A*-C</td> <td>163/208 (78.4%)</td> <td>213/268 (79.5%)</td> <td>179/215 (83.3%)</td> <td>200/255 (78.4%)</td> <td>195/237 (82.3%)</td> <td>159/195 (81.5%)</td> <td>183/210 (87.1%)</td> </tr> </tbody> </table> <p>Schools in Gwynedd do not offer the Welsh Second Language course (short course).</p>		2007	2008	2009	2010	2011	2012	2013	A*-C	163/208 (78.4%)	213/268 (79.5%)	179/215 (83.3%)	200/255 (78.4%)	195/237 (82.3%)	159/195 (81.5%)	183/210 (87.1%)				
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<p>Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p>See the above comments in relation to promoting social use of the Welsh language.</p>																				
<p>Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p>The table below shows the number of Welsh and Welsh Second Language GCSE candidates who go on to study at Advanced Level. This data does not refer to those pupils who attend Coleg Meirion Dwyfor.</p> <table border="1" data-bbox="967 1070 1126 1809"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>First Language</td> <td>67/259 (25.9%)</td> <td>63/269 (23.4%)</td> <td>52/279 (18.6%)</td> <td>41/255 (16.1%)</td> <td></td> </tr> <tr> <td>Second Language</td> <td>2/39 (5.1%)</td> <td>6/46 (13%)</td> <td>1/58 (1.7%)</td> <td>3/61 (4.9%)</td> <td></td> </tr> </tbody> </table> <p>Continue to work with Welsh departments in an attempt to encourage pupils to continue with Welsh to Advanced level after they have succeeded at GCSE. Attempt to stress the advantages of Welsh as an Advanced Level subject and a subject to be studied further, as well as attempt to make the subject appealing and relevant to pupils – through diverse learning and teaching methods and effective use of relevant resources.</p>		2009	2010	2011	2012	2013	First Language	67/259 (25.9%)	63/269 (23.4%)	52/279 (18.6%)	41/255 (16.1%)		Second Language	2/39 (5.1%)	6/46 (13%)	1/58 (1.7%)	3/61 (4.9%)			
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Outcome 6: Welsh-medium provision for learners Additional Learning Needs			
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress
<p>Improve Welsh-medium learning provision (ALN) for additional needs</p>	<p>Every pupil with additional learning needs receives access to Welsh-medium services.</p> <p>The impact of restructuring services in particular fields (Cognition and Learning, Language Problems) ensures that children with ALN attain their targets and have full access to Welsh-medium services.</p> <p>The Authority is in the process of designing a new purpose-built school for children with special educational needs. The new school will ensure a special education of the best quality with the potential of becoming a centre of bilingual excellence to respond to the needs of pupils across the authority and beyond.</p> <p>Discussions have begun between the Education Department and Social Services in relation to presenting a policy/protocol to the Corporate Parent Panel to ensure better access to Welsh-medium education for children in care who are situated outside Gwynedd.</p> <p>The County's SEN services are provided mainly through the Special Educational Needs Joint-committee [SENJC], a joint arrangement with Anglesey County Council. SENJC staff include specialist teachers, educational psychologists, statements co-ordinator and administrative/clerical staff. As a result of this, pupils and their parents have access to a totally bilingual service and the entire process of drawing up a Statement of SEN, including the documentation, is offered to parents/guardians in Welsh or in English.</p>		

	<p>There is full compliance with the SEN Code of Practice for Wales. It is ensured that there is equality in terms of language provision in every service and the parents' language of choice is identified early in the process of dealing with a child who has SEN. Assessments are conducted in the parents' chosen language and steps are taken to ensure that everyone involved in the process is informed of the child's language needs. There is also compliance with the requirements in terms of providing individual education plans bilingually and all correspondence and written material is provided either bilingually or in Welsh. Welsh-medium or bilingual resources are provided for pupils.</p> <p>A Welsh-medium and bilingual provision is available for the entire range and diversity of SEN. A bilingual education psychology service is provided for special and mainstream schools. One difficulty that arises is ensuring an adequate supply of bilingual educational psychologists.</p> <p>Learning support assistants are expected to be bilingual. Most of the training they receive is also bilingual.</p> <p>The Authority has a service level agreement with SNAP. At liaison meetings with them, it is ensured that they are aware of the requirements in terms of the Welsh language.</p>		
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Outcome 7: Workforce planning and Continuous Professional Development			
A. Objective	B. Current position (Questions to be answered)	C. Targets	D. Progress
Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education	<p>Despite the fact that there is no definite figure available, the Education Authority is not aware of any:</p> <ul style="list-style-type: none"> - primary posts requiring the ability to teach through the medium of Welsh - secondary posts requiring the ability to teach through the medium of Welsh - secondary posts to teach Welsh Second Language - classroom/learning assistant posts to work through the medium of Welsh <p>that were vacant at the beginning of September 2013.</p> <p>Arrangements for bilingual training of a good quality are available to Authority staff and the services provided are totally bilingual.</p> <p>When advertising posts, the Authority states that it is a requirement that post holders are able to communicate through the medium of Welsh and English to the level appropriate for the post.</p> <p>Staff are encouraged to develop their linguistic skills and are released, if necessary, to learn or polish their skills. The Council provides for staff training at several levels.</p> <p>Education Department Officers offer managerial and personnel advice and support to schools' governing bodies. The Governor training programme addresses staffing issues as well as the general role and responsibilities of governors.</p>		
Improve practitioners'	An Education Quality Improvement Officer (Management and Monitoring of Grants) was appointed in order to ensure that the		

<p>linguistic skills.</p> <p>Improve practitioners' methodological skills</p>	<p>Authority and schools put the Welsh in Education Grant to effective use to support activities that contribute to the objectives of the Welsh-medium Education Strategy.</p> <p>A survey of the Welsh language skills of teaching staff was conducted during 2013. The intention of the survey was to gather information in order to improve planning and target training programmes and support to the future. Through the cross-authority strategic group which is led by the Head of Education, it is intended to analyse the results of this survey in order to identify training needs and plan a programme of Continuing Professional Development (training and mentoring, raising standards of literacy, Welsh Government Welsh-language Sabbaticals Scheme courses).</p> <p>At present, language training is available for all teachers/assistants and the option of more intensive language courses is also offered on an annual basis. It is anticipated that this will happen in the form of Professional Learning Communities and will be an area for collaboration as part of the 'School to School' support scheme in future.</p> <p>School teachers in the areas requiring further development are targeted by collaborating as part of the 'School to School' support scheme and by conducting professional learning communities to promote the development of the Welsh language, which address the development of teaching skills/methodology, and focus also on aspects of subjects across the curriculum.</p> <p>In addition, every effort is made to encourage more teachers and classroom assistants to take advantage of the opportunities available to polish Welsh language communication skills, e.g. the Sabbaticals Scheme: Canolfan Bedwyr and Adult Education Centre, Bangor University.</p>		
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	<p>Work started on establishing a comprehensive programme of training for the entire primary workforce in order to assist schools to be able to implement the requirements of the Language Charter. Successful pilot schemes have been held, and work will proceed this year in every primary school in Gwynedd. A working group has been created to start on the work of establishing the same principles in the secondary sector.</p>		
<p>Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework</p>	<p>Professional Learning Communities, together with collaborating as part of the 'School to School' support scheme, take place in schools and are promoting the use of Welsh.</p> <p>Every System Leader and Senior System Leader working in Gwynedd undertake their duties bilingually and are totally fluent in Welsh and English (both in writing and orally).</p>		

Section 3: Commentary and further notes

Appendix 1: Promoting wider use of the Welsh language

The purpose of this Appendix is to submit some proposals in response to one of the Council's principal priorities, i.e. the promotion of the Welsh language. The Gwynedd Language Strategy recognizes the influence of education together with informal opportunities for children and young people to use the Welsh language as a social medium so that they develop confidence to use the Welsh language and foster positive attitudes towards the language outside of formal education situations.

The proposals below are submitted and are intended for further discussion with HUMANIAITH and the county's schools with the aim of developing and implementing schemes to have a positive influence on attitudes towards and use of the Welsh language among children and young people during the period in which this Strategic Plan is implemented.

General

A leaflet promoting the advantages of a Welsh/bilingual education.

Draw up a Language Charter for every school in Gwynedd.

Foundation Phase

Develop and implement a scheme to reward the use of the Welsh language as part of a wider agenda to promote positive behaviour.

Collaborate with the Welsh for Adults Centres to promote Family Fun/Welsh for the Family courses which target the parents of Foundation Phase children.

Primary

Denote the responsibility on every School Council to promote the use of Welsh.

Establish Language Champions or a scheme similar to 'Playground Buddies'.

Develop a programme of guest speakers from a Welsh-speaking and Welsh background to visit primary school pupils in order to increase the status and distinction accorded to, as well as pride in, the Welsh language and identity among children and young people.

Secondary

Denote the responsibility on every School Council to promote the use of Welsh.

Establish Language Champions.

Develop a programme of guest speakers from a Welsh-speaking and Welsh background to visit secondary school pupils in order to increase the status and distinction accorded to, as well as pride in, the Welsh language and identity among children and young people.

Workforce

Language Awareness Training.

Training to improve the language skills of schools' ancillary staff.

Conduct training for the workforce in order to ensure their understanding of the benefits of language acquisition and appropriate and sensitive methods of promoting the use of Welsh among children and young people.

Governors

Encourage Governors to designate a member to be responsible for promoting the use of Welsh at the school.

Appendix 2: Number and percentage of pupils attending non-maintained Welsh-medium settings and funded non-maintained Welsh-medium settings which provide the Foundation Phase who transfer to Welsh-medium/bilingual schools (please note if information is unobtainable)

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Name of funded non-maintained Welsh medium setting (Cylch Meithrin)	Number of places available provided by the setting	Number of children attending	Percentage of pupils transferring to Welsh-medium or bilingual schools
	Penrhosgarnedd	24		88%
Cylch Cae Top		46		95%
	Bethel	19		100%
	Cefnfaes	20		100%
	Bontnewydd	24		100%
	Caban Cegin	24		100%
	Carmel	12		100%
	Coed Mawr	24		100%
	Deiniolen	20		100%
	Gerlan	12		100%
	Hirael	16		100%
	Llanberis a Nant Peris	17		100%
	Llanllechid	16		100%
	Llanllyfni	16		100%
	Llanrug	20		100%
	Dinas, Llanwnda	12		100%
	Maesincla	52		100%
	Mynydd Llandygai	12		100%
	Penygroes	18		100%
	Rhostryfan	26		100%
	Y Gelli	24		100%

	Seiont a Pheblig	52			100%
	Talybont a Llandygai	18			100%
	Talysarn	12			100%
	Tregarth	24			100%
	Twthill	20			100%
	Waunfawr	18			100%
	Y Felinheli	20			100%
	Y Garnedd	40			100%
	Y Groeslon	24			100%
Aberdaron		15			100%
	Abererch	16			100%
	Beddgelert	10			100%
	Brynaerau	12			100%
Bryncroes		20			100%
	Chwilog	24			100%
	Cricieth	16			100%
Edern		12			100%
	Garndolbenmaen	16			100%
	Llanbedrog	16			100%
	Llanengan	16			100%
Llanystumdwy		12			100%
	Morfa Nefyn	20			100%
	Nefyn	16			100%
	Pentreuchaf	15			100%
	Porthmadog	16			100%
	Pwllheli	16			100%
	Y Ffor	24			100%

Gorlan Fach	16			100%
Yr Eifl	20			100%
Blaenau Ffestiniog	20			100%
Craig Y Deryn				100%
Corris	18			100%
Dolybont	20			100%
Dolgellau	26			100%
Ffestiniog	16			100%
Gellilydan	12			100%
Harlech	24			100%
Llanbedr	20			100%
Llanuwchllyn	24			100%
Maesywaen	25			100%
Penrhyndeudraeth				100%
Sarnau a Llandderfel	24			100%
Talsarnau	16			100%
Trawsfynydd	20			100%
Tywyn	26			100%
Y Bala	28			100%
Y Bermo	16			100%
Y Gromlech	24			100%

Appendix 3: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

Total number of pupils in Welsh-medium and bilingual primary schools	Total number of pupils transferring to Welsh-medium/bilingual schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools

The plan notes that every pupil transfers to a bilingual secondary school.

Appendix 4: Attainment and performance in Welsh Second Language

Year: 2013

Key Stage 2

	Number of pupils		Percentage of pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2				

	2011	2012	2013
%Lefel 4+	0/4 (0%)	0/3 (0%)	0/1 (0%)

Key Stage 3

	Number of pupils		Percentage of pupils	Percentage achieving Level 5
Teacher assessment in Welsh Second Language at the end of Key Stage 3				

	2009	2010	2011	2012	2013
%Lefel 5+	187/293 (63.8%)	136/238 (57.1%)	139/246 (56.5%)	127/191 (66.5%)	180/236 (76.3%)

Appendix 5

The following information does not need to be included in a separate appendix or table but should be included to support the text in Outcome 5:

- the results of assessments and/or external examinations of pupils following the programme of study for Welsh at Key Stages 2, 3 and 4;
- the results of assessments and/or external examinations of pupils following the programme of study for Welsh Second Language at Key Stages 2, 3 and 4;
- the numbers and percentages of pupils:
 - entered for an external examination in Welsh Second Language, by course type; and
 - not entered for an external examination in Welsh Second Language

Appendix 6: LANGUAGE POLICY IMPLEMENTATION

The purpose of this section is to present a summary of the expectations placed on headteachers and their schools in relation to implementing the Language Policy.

Every Headteacher, in consultation with his/her staff and Governing Body, is expected to review the school's Language Policy on a regular basis.

It is the responsibility of the Headteacher to ensure the success of the Language Policy at his/her school; the Headteacher is expected to provide firm guidance in order to establish a thorough understanding of the policy's aim and to ensure that the efforts of class teachers are reinforced by ensuring an appropriate Welsh and Welsh language ethos at the school.

The Language Policy defines pupils' linguistic development in Welsh and in English as they work towards the aim of bilingualism.

COHORT	Definition of pupil type according to his/her linguistic ability.
A	Pupils with parallel age-related competence in Welsh and English.
B	Pupils with appropriate competence in Welsh but who need to reinforce some aspects of their linguistic skills in English.
C1	Pupils with appropriate competence in English but who need to reinforce some aspects of their linguistic skills in Welsh.
C2	Pupils with appropriate competence in English but who do not have the appropriate age-related skills in Welsh.

CH	Pupils without appropriate age-related skills in either language.
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Every school should carefully plan to develop every pupil's bilingualism through purposeful linguistic planning.

GENERAL OBJECTIVES

The aim of the Language Policy is to ensure that all the county's pupils possess the appropriate linguistic skills in Welsh and in English. The expectation is the same for every school.

A suitable provision must be ensured so as to allow every pupil to develop proficiently bilingually. Within this context, there is a need to continue to nurture the skills of those pupils who are Welsh-speakers, and to introduce the Welsh language to those who are learners.

Every educational establishment in the county is expected to reflect and reinforce the Language Policy in its administration, its social life and pastoral arrangements as well as in its curricular provision.

Although bilingualism is the general aim of the Policy, the balance is tipped in favour of the Welsh language. This is especially true in the early years in order to establish firm foundations for further development. In the other Key Stages, a specific strategy is required in order to develop the pupil's grasp of Welsh.

SPECIFIC OBJECTIVES

PRIMARY SCHOOLS

In the Early Years, it is necessary to establish a firm foundation in the Welsh language, ensuring that pupils from Anglicized areas are given the opportunity to learn Welsh as soon as possible. Within this context, there is a need to implement the content of the documents 'Establishing the Foundations of Bilingualism in the Early Years' and 'Planning Language Development in Anglicized Areas'. At KS1, the foundations laid in the nursery and reception stage should be built upon by continuing to develop the pupils' grasp of Welsh, and commencing the process of developing their skills in English. In practice, this implies that most schools will start introducing English formally in the final term at the end of KS1. The official language of assessment at the school at the end of the key stage will be Welsh.

At KS2, the pupils' grasp of Welsh should continue to be developed, whilst focusing on developing their skills in both languages. Pupils' progress in Welsh and English is assessed at the end of the key stage.

Every school should establish a system to track and measure the linguistic development of pupils according to Language Cohorts with the aim of ensuring that each one progresses towards Cohort A.

In addition, schools are expected to ensure that pupils who are Welsh learners at KS2 learn the Welsh language as soon as possible, either by attending a Language Centre or through an intensive provision at the school, so that they are able to follow the curriculum through the medium of Welsh/bilingually.

SECONDARY SCHOOLS

The expectation is the same for all secondary schools.

Every pupil who has attained level 3+ at the end of KS2 is expected to follow Welsh as a First Language in order to ensure appropriate progression and continuity. In addition, it is necessary to ensure that each pupil studies Welsh as a subject until the end of Y11 and is assessed in Welsh at the end of KS3 and sits appropriate external examinations at the end of KS4. The foundations laid in the primary sector must be built upon by ensuring that each pupil continues to develop skills in Welsh and English by using both languages as a medium of learning to various degrees. Within this context, it is necessary to use the information transferred about each pupil's language cohort by the Catchment Area Language Co-ordinators, for purposeful linguistic planning. In practice, it will be necessary to take the following steps.

In the case of pupils from cohorts A and B, a vast proportion of their curriculum will take place through the medium of Welsh. In practical terms, at least 70% of their curricular experiences will take place through the medium of Welsh.

In the case of learners who need to develop and reinforce their skills in Welsh [cohort C1] the curriculum will be planned in such a way as to allow them to practise and develop the Welsh language across the curriculum. In practical terms, at least 50% of their curricular experiences will take place through the medium of Welsh.

In the case of the minority of pupils who have appropriate skills in English but who do not possess the appropriate skills in Welsh [cohort C2], an emphasis will be placed on planning opportunities across the curriculum to develop their oral skills in Welsh. In such cases, at least 30% of their curricular experiences will take place through the medium of Welsh.

Every school should establish a system to track and measure the linguistic development of pupils according to Language Cohorts with the aim of ensuring that each one progresses towards Cohort A.

In addition, schools are expected to ensure that pupils who are Welsh learners in the early years of KS3 learn the Welsh language as soon as possible, either by attending a Language Centre or through an intensive provision at the school, so that they are able to follow elements of the curriculum through the medium of Welsh/bilingually.