

COVER

Welsh in Education Strategic Plan 2017-2020

GWYNEDD COUNCIL

(December 2017)

(Logo: Gwynedd Council, Language Charter, Welsh Government)

Foreword

Gwynedd Council is pleased to publish the second **Welsh in Education Strategic Plan 2017-2020**. The Plan sets a vision, commitment and direction for ensuring that children and young people attain the highest standards in order to maintain the language, culture and economy locally.

The Education Department's Language Policy sets an ambitious aim of ensuring that all pupils in the County have the appropriate linguistic skills in Welsh and English, in order to enable them to participate fully in the bilingual society of which they are part. This coincides well with the Welsh in Education Strategic Plan, which is to ensure the development of Welsh as a subject and teaching medium from pre-school age onward, and to promote the use our children and young people make of Welsh as a social language.

Gwynedd Council is committed to accomplishing all the aims and objectives of the **Welsh in Education Strategic Plan** and consequently to supporting Welsh Government's strategy to reach the goal of a million Welsh-speakers by 2050 ensuring that there are opportunities at every stage of an individual's life to learn Welsh and to learn through the medium of Welsh.

As part of the effort to achieve this aim, and to support the vision set out in the Welsh in Education Strategic Plan, Gwynedd Council will continue to support and promote the implementation of the Language Charter at every primary school in the county in order to influence social use of Welsh among children.

Gwynedd Council will also support the Secondary Sector Language Strategy, which provides clear guidance to our secondary schools about techniques for changing language habits and the different ways of influencing the social language of pupils within and outside the school, thus leading to further increase in the social and curricular use of Welsh among pupils.

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Accessible Versions

If desired, we can provide accessible versions of the Gwynedd Welsh in Education Strategic Plan 2017-20 upon request, this includes:

- Large print version
- Audio version
- Braille version
- BSL version

Please contact the Head of Education to order an accessible version.

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SECTION 1

An Introduction to the Welsh in Education Strategic Plan

The School Standards and Organisation (Wales) Act (2013) became law in Wales on 4 March 2013. The Act places a statutory duty on Local Authorities to prepare and introduce a **Welsh in Education Strategic Plan** to Welsh Government. These initial plans came into effect on 1 April 2014 for a period of three years up to March 2017. These plans outline the way Local Authorities intend to achieve aims and targets set by Welsh Government and which are outlined in the Welsh Medium Education Strategy.

To this end, Welsh Government has published several other key policy documents in the field of Welsh in Education:

Cymraeg 2050

This is Welsh Government's long term strategy for the Welsh language. It sets out the vision to create one million Welsh speakers, along with an increase in the use made of the Welsh language. Welsh Government acknowledges that Welsh medium/bilingual education is one of the main methods of ensuring that children are able to develop their Welsh language skills, and of creating new Welsh speakers. Consequently, the Welsh in Education Strategic Plan is considered to be critical in supporting the Government's vision to create a million Welsh speakers by 2050.

Education in Wales: Our Nation's Mission (Action Plan 2017-21)

This Action Plan notes the steps that are to be taken to implement the far-reaching amendments to the education system in Wales. The aim is to ensure that all learners benefit from a curriculum of the highest standard and that they enjoy teaching and learning that inspires them to succeed in a collaborative and innovative education community that is effectively led. Developing a Welsh medium provision improves Welsh teaching and learning for every learner who is at the root of these amendments, and the Welsh in Education Strategic Plan is, therefore, believed to be key to that.

The Welsh Language in Education: Action Plan 2017-21

Welsh Government's vision is to enable every learner to develop his/her Welsh language skills and use the language confidently in everyday life. To deliver the vision, several action steps will be necessary so that a sustainable provision is created for future generations. Six guiding principles are contained within, which will generate a common understanding of the role of the teaching and learning of Welsh, and teaching and learning through the medium of Welsh, at every school in Wales. The Welsh in Education Strategic Plan is, therefore, considered a means of supporting and delivering this vision.

The Gwynedd Education Language Strategy and other Welsh Government policy documents are interpreted in the context of the Gwynedd Education Language Policy and will, thereby, secure the outcomes (see Appendix 1). The Authority will ensure that the main elements are reflected in the Strategic Plan and are given due regard within.

Welsh Language Promotion Plan for Gwynedd 2018-2023

Furthermore, the Welsh Language Standards imposed on Gwynedd Council in accordance with Section 44 of the Welsh Language Measure (Wales) 2011, requires the Council to create a five-year strategy explaining the way the Council intends to promote and facilitate the wider use of the Welsh language across the county.

The Vision of Priority Field 2: The Field of Teaching within the Welsh Language Promotion Plan for Gwynedd 2018-2023 is:

- Schools that give prestige and value the Welsh language by continuing to implement the Language Charter and the Secondary Sector Language Strategy in schools;
- An increase in the number of young people who choose to study and who gain qualifications through the medium of Welsh;
- More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school and post compulsory education.

The vision of this Priority Field is to be delivered via the Education Language Policy and the Welsh in Education Strategic Plan for which we will be accountable as part of implementing the Welsh Language Promotion Plan in Gwynedd 2018-23.

Any inaction in relation to the Welsh language and ensuring continuity from one key stage to the next would be subject to the arrangements noted in the **Partnership Agreement** between the Authority and the schools and *cylchoedd meithrin*. In this context, the attention of local elected members and the Chairman of Governors is drawn to any concerning issues that relate to inaction on the content of the Language Policy or Welsh in Education Strategic Plan.

SECTION 2

Vision, Aim and Objectives

Vision:

Our vision is to ensure that children and young people attain the highest standards in order to maintain the language, culture and economy locally.

Our aim is to ensure better access to Welsh medium education for learners across the North Wales region who wish to develop, strengthen or maintain their bilingual skills.

“To have an education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches out to and reflects our diverse communities and enables an increase in the number of people of all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace”.

(Welsh-medium Education Strategy, WG)

Aim:

The Education Department's Language Policy sets the ambitious aim of ensuring that all pupils in the county have the appropriate linguistic skills in Welsh and English, in order to enable them to participate fully in the bilingual society of which they are part. This coincides well with the main aim of the Welsh in Education Strategic Plan, which is to ensure the development of Welsh as a subject and teaching medium from pre-school age onward, and to promote the use our children and young people make of Welsh as a social language.

Objectives:

In order to bring about this ambitious programme, every establishment is expected to pay attention to the following matters:

- Set a strong foundation for the Welsh language at the Early Years stage, ensuring that pupils from a non-Welsh speaking background are given the opportunity to learn Welsh as soon as possible.
- During the Foundation Phase, build on the foundation established at the nursery and reception stages by continuing to develop pupils' grasp of Welsh, and begin the process of developing their English language skills. On a practical level, this means that most schools would start introducing English as a subject during the final term at the end of the Foundation Phase, concentrating on developing reading, speaking and writing skills in that language. Welsh will be the school's official assessment language at the end of the Foundation Phase.
- In KS2, continue to develop the pupils' mastery of Welsh paying attention to the development of their skills in both languages. Pupils' progress in Welsh and English are assessed at the end of the key stage.
- In KS3, ensure that every pupil that has reached Level 3+ at the end of KS2 continues to pursue Welsh First Language in order to ensure appropriate progression and continuation.

- At KS4, ensure that every pupil studies Welsh as a subject until the end of Yr11 and is assessed in Welsh at the end of KS4.
- At KS3 and KS4, use the information about previous attainment to ensure that every pupil continues to develop skills in Welsh and English by using both languages as a learning medium.
- Ensure that pupil who are Welsh learners at KS2 and KS3 learn Welsh as soon as possible and use Welsh as a learning medium.
- Improve pupil knowledge and understanding of the cultural characteristics, and economic, environmental, historical, and linguistic advantages of Wales.
- Develop the pupils to be responsible citizens so that they make a significant contribution to the bilingual society of which they are part.

This Plan will concentrate on the following aspects of Welsh as a language and a medium, setting these as clear aims for our three-year work programme:

- Setting a firm foundation for the Welsh language during nursery and early years education.
- Ensuring progression in the Welsh language as a subject and as a teaching medium from KS2 to KS3.
- Ensuring progression in the Welsh language as a subject and as a teaching medium from KS3 to KS4.
- Strengthen implementation in the areas/ organisations / schools where data indicates the need to equip our headteachers and train our workforce to fully deliver the Scheme's aim.
- Strengthen the use of language cohorts as a tool to plan progression in secondary schools.
- Mainstreaming the work of the Language Charter in Gwynedd to the core work of the Council.
- Promote the use of Welsh as the social language of young people at our secondary schools by establishing and developing a scheme similar to the primary schools' Language Charter.
- Support and lead our schools to move along the linguistic continuum.

Links to Welsh Government Policies:

This Plan also incorporates Welsh Government policies and strategies:

- **Cymraeg 2050**
We commit to supporting Welsh Government's strategy, ensuring that there are opportunities at every stage of an individual's life to learn Welsh and to learn through the medium of Welsh. Since the launch of the Welsh Language Charter at schools in Gwynedd, pioneering work has taken place at our primary schools to influence children's social use of Welsh. We will continue with the pioneering work in Gwynedd and of mainstreaming the work of the Language Charter in Gwynedd into the Council's core work. We will also continue to support the work of developing the Language Charter to be a national programme that will be a key part of the wider framework that Welsh Government is developing.
- **Rewriting the future** - we are committed to the principle of raising the aspirations and attainment of our schools. Through appropriate and effective use of the Pupils'

Deprivation Grant, we will provide appropriate assistance to remove barriers for pupils from deprived backgrounds.

- **Successful Future** - Professor Donaldson has drawn attention to strengths within the education system in Wales, and to the commitment to the Welsh language and Welsh culture. Our aim is to ensure the development of Welsh as a subject and learning medium from a pre-school age onward, as well as promoting the use our children and young people make of Welsh as a social language.

Future generations - The Well-being of Future Generations (Wales) Act 2015 - the seven well-being goals show the type of Wales we wish to see. Together, they provide a joint vision toward which the public bodies listed in the Act can work.

As an Authority, we will fully commit to Welsh Government priorities as an integral part of everything we do in order to achieve the aims.

The main objectives of the Language Working Group:

- Set a strategic direction and assist the Authority to develop the Language Charter.
- Monitor the implementation of Language Charter.
- Monitor the implementation of the Secondary Sector Language Strategy.
- Receive performance reports and data in relation to the Language Charter.
- Set a strategic direction and assist the Authority to develop the Welsh Language in Education Charter (WLEC).
- Monitor the work of the WLEC.
- Scrutinise the outcomes and targets of the WLEC.
- Challenge the performance of the progress reports of those projects within the WLEC.
- Monitor the Business Plan within the WLEC every quarter.
- Share good practice.

In successfully achieving this during the next three years, it is anticipated that the whole education system could contribute towards the development of Welsh (language and medium) and the quality of education and the experiences of our children and young people.

SECTION 3

The Learner Travel (Wales) Measure 2008

Local authorities have a statutory duty under Section 10 of the Learner Travel (Wales) Measure 2008 to promote access to Welsh medium education and training.

Because of the linguistic nature of the schools, the Authority fulfils this statutory duty and complies with the Travel Measure.

The aim of the Language Policy is to ensure that all pupils within the county have the appropriate linguistic skills in Welsh and English. The expectation is the same for every school. The County does not define schools according to language categories since the same Language Policy is implemented in every school.

SECTION 4

Outcomes 1-7

Outcome 1: More seven year old children educated through the medium of Welsh

Our current situation in relation to the number of seven-year-old children educated through the medium of Welsh and our targets for the next three years.

Targets:

Percentage assessed in Welsh as First Language at the end of the Foundation Phase:

Current situation	2017/2018	2018/2019	2019/2020
98.9%	99.1%	99.2%	99.3%

Our four main aims to achieve this outcome:

- Ensure that every Early Years setting sets a strong foundation for Welsh - ensuring that every child receives a Language, Literacy and Communication skills assessment in Welsh on entry and at the end of part-time nursery education and at the end of the Foundation Phase.
- Focus on strengthening linguistic habits at the Foundation Phase.
- Target schools that do not comply with the language policy.
- Continue to be active in showing the value, advantages, and usefulness of bilingualism in order to strengthen pupils' motivation to become fluent speakers of both languages.

Statement of Support:

There are 86 Primary Schools, 13 Secondary Schools, 1 All-through School and two Special Schools in Gwynedd.

The aim of the Language Policy is to ensure that all the pupils within the county have the appropriate linguistic skills in both Welsh and English. The expectation is the same for every school. The County does not define schools according to language categories since the same Language Policy is implemented in every school. An appropriate provision to enable every pupil to develop bilingual proficiency must be ensured.

Although the general aim of the policy is bilingualism, the balance is weighted in favour of the Welsh language. This is especially true of the early years in order to set firm foundations for further development. We will continue to set a strong foundation for the Welsh language at the Early Years stage, ensuring that pupils are given the opportunity to learn Welsh as soon as possible.

In April 2014, a comprehensive adequacy assessment was produced of the childcare provision in Gwynedd. The assessment showed that the vast majority of the childcare provision is delivered through the medium of Welsh or mainly through the medium of Welsh with some use of English (90%). Furthermore, 13% of parents and carers who responded to the questionnaire stated their wish to see an increase in the Welsh medium provision.

The Early Years Unit will plan to ensure the Authority fulfils the statutory requirement of securing a nursery place for every child from the term after his/her third birthday. All settings, including those provided by voluntary organisations, will be monitored regularly. Part of this monitoring will be to ensure compliance with the requirements of the County's Language Policy.

A team of support teachers work within the Foundation Phase and Flying Start plans and the need to lay a strong foundation for the Welsh language during the Early Years is emphasised. Every effort is made to ensure that the foundation assessment provides schools with initial information about every child's language situation. This is an important step in progression planning. The team will also provide a training programme and will produce resources to support placements to develop Welsh language patterns.

All agencies involved with Flying Start will ensure that pupils and parents understand the advantages of bilingualism and will promote Welsh and bilingualism in their work when working with children and their families e.g. Supporting Families Team, Play and Early Development Officers, Health Team, Flying Start Language Therapist and staff at all the childcare settings.

Mudiad Meithrin consistently provides bilingual information about Welsh-medium education to parents, it is also part of the Authority's Language Working Group. Key information about the organisation's work along with the picture in Gwynedd is shared via the Working Group.

During the Foundation Phase, schools build on the foundation established at the nursery and reception stages by continuing to develop pupils' grasp of Welsh, and will begin the process of developing their English language skills. On a practical level, this means that most schools start introducing English formally as a subject during the final term at the end of the Foundation Phase. Welsh is the school's official assessment language at the end of the key stage. The numbers being assessed in Welsh as First Language is good.

As previously noted, the County does not define primary schools according to language categories since the same Language Policy is implemented at every school. Consequently, any new plans introduced, such as proposals for 21st Century schools, will be subject to the requirements of the Language Policy.

Three potential federations exist in the County, at Ysgol Dyffryn Dulas/ Ysgol Pennal, Ysgol Glanadda/Ysgol Coedmawr, and Ysgol Abercaseg/Ysgol Penybryn.

The strategic framework and foundation adopted for the reorganisation of schools within the 21st Century Schools Programme identifies the Welsh Language as one of the main principles and considerations when drawing up proposals. During any reorganisation process, the Council is required to carry out a language impact assessment in the affected areas. The assessment outlines the main language considerations relating to the effects of the options in question in the specific area.

In reorganising schools in areas where the Welsh Language is strong, securing a robust and sustainable education provision for the future within those areas is a way of contributing toward stabilising and consolidating the situation of the language.

We will continue to create opportunities for pupils and parents to understand and discuss the advantages of bilingualism, multilingualism whilst asserting the Welsh language. The aim is to change attitudes / maintain healthy attitudes toward the language and the advantages of bilingualism, with every school responsible for producing a pamphlet that conveys the message of the great value of speaking Welsh and the advantage of bilingual competency: **'Two languages...twice as many choices'**. We will continue in our endeavours to inspire our children to make full use of their Welsh in their everyday lives, explaining the educational, social, cultural advantages, as well as the advantages in finding work and earning money.

We will create and develop a language awareness/psychology pack to ensure schools' workforces understand their role and contribution in full when implementing the Authority and Welsh Government's vision to encourage and support young people to use Welsh. The language awareness resources pack and the language psychology training will equip the workforce in dealing with different linguistic situations.

The aim of the Language Centres is to provide an intensive Welsh language course for incomers to enable them to assimilate with the bilingual society and fully participate in bilingual educational experiences. This provision is central to assisting primary and secondary schools to implement the current Language Policy.

There are four primary centres and one secondary centre. The primary sector centres are in Caernarfon, Dolgellau, Llangybi and Penrhyndeudraeth, and the secondary sector centre is in Porthmadog.

Between 2005 and October 2016, a total of 1628 primary school pupils and 510 secondary school pupils benefited from attending language centres.

For the primary sector, a maximum of 16 / 18 pupils will attend each centre for a 12-week course, except for Dolgellau that has space for eight pupils only. Provision is mainly for 7 - 11 year old pupils (KS2) who are latecomers to the County. Pupils will attend an intensive course for a term in order to immerse them and prepare them for receiving a large part of their education through the medium of Welsh or bilingually when they return to their schools. It is a multimedia, cross-curricular course and the teachers base their work plan on this. The plan enables the children to return to school in their areas and pursue their curriculum in Welsh.

The Secondary Centre offers places for a maximum of 16 pupils for periods of eight weeks, focusing on Year 7 pupils initially, and then Year 8, with a small number from Year 9 if there are places, according to the specific criteria that have been set. These pupils are immersed through an intensive course in the Welsh language in a short period, and a range of other subjects are also offered through the medium of Welsh.

We will continue to ensure appropriate progression for pupils once they return to their schools by providing after-care for every pupil. The Language Centres provide an after-care service in partnership with the schools in order to ensure that pupils continue to make significant progress in Welsh. A recent development is the appointment of an After-care Teacher for the Gwynedd Primary Language Centres responsible for teaching Welsh to groups of latecomers, and who will have specific regard for implementing the after-care plan for pupils who have attended the Language Centres.

An exciting recent development is the Project for Integrating Parents funded by the Government. An appraisal of the provision was carried out and the feedback of parents was very positive. The Language Centres are also in regular contact with 'Welsh for Adults' (CiO) to promote the training on offer.

In order to further promote this service, a specific website for the Language Centres has been operational since January 2017.

Outcome 2: More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school.

Our current situation and targets for the next three years, involving the number of year 9 learners assessed in Welsh (First Language)

Current situation	2017/2018	2018/2019	2019/2020
83.7%	84.7%	86.2%	88.7%

Our four main aims for achieving this outcome:

- Ensure cross county consistency by ensuring that every pupil who has attained 3+ level in Welsh at the end of KS2 continues with Welsh as First Language in Yr7 and is assessed as Welsh First Language at the end of KS3, and thus increase the percentage assessed in Welsh as First Language at the end of KS3.
- Improve progression at KS3 in order to have a positive influence on the percentage going on to sit GCSE examinations in Welsh First Language.
- Every school to use the language cohorts to plan linguistically to use Welsh as a learning medium in order to ensure continuation or improvement in the language cohort at an individual pupil level.
- Further strengthen the role of the Primary Sector Language Coordinators and the Secondary Sector Language Coordinators in linguistic planning and progression planning.

Supporting statement:

All of the County's education establishments are expected to reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in the curricular provision. The Language Policy emphasises bilingualism and the need to set firm foundations for the Welsh language during the early years and build on this in the subsequent key stages.

There is a difference in the number of children assessed in Welsh in year 6 (97.9%) and then in year 9 (83.7%).

The percentage that continues with Welsh as First Language and assessed at the end of KS3 is good. There was a 2 percent increase to 83.2% in 2015, and a further increase of 0.5 percent to 83.7% in 2016 in the pupils assessed in Welsh as First Language.

However, there is a desire to increase the percentage by influencing the practices at one school that contributes considerably to the number of pupils not assessed in Welsh as First Language at the end of the key stage. That school has created an Action Plan, which includes specific targets, deadlines, and evaluation criteria in response to the requirements of the Gwynedd Secondary Sector Language Strategy. Consequently, the school has committed to increasing the number of pupils who pursue the mother tongue track in KS3 and KS4, and who are educated in Welsh or bilingually.

There will be an additional resource to support the school make further progress in the use of Welsh across the curriculum and in the life of the school, building on those good practices that have recently been promoted and established by the school through the support of the Gwynedd Secondary Sector Language Strategy Coordinator.

The percentage sitting the Welsh as First Language examination is a very encouraging figure. The percentage achieving grade A*-C is also good. It is, however, anticipated that improving progression in KS3 will have a positive influence on the percentage progressing to sit GCSE examinations in Welsh as First Language. The outcome of the discussions referred to above is expected to influence this positively.

The Authority's Language Policy places an emphasis on ensuring language progression from one key stage to the next. The Catchment Area Language Coordinator is central to this. The Language Coordinator is released for ten days a year to support schools in the catchment area to implement the Language Policy. They visit the secondary school annually to discuss matters involving progression at KS2 and KS3, including tracking individual pupils according to language cohort. Thus, a strong arrangement is in place to coordinate the linguistic progression from primary to secondary in the catchment area. We will further develop and strengthen their role in linguistic planning and progression planning.

The Services Scrutiny Committee established the Welsh Medium Education Scrutiny Investigation in order to assess:

- The Authority's Language Policy
- The extent to which the provision assists in promoting the social use of the Welsh language by children and young people (the link with the work of the Gwynedd Schools' Welsh Language Charter)

The Report of the Scrutiny Investigation considers the matter in detail before closing with several recommendations for improving consistency in implementing the Policy. Among these are the following recommendations:

'In order to strengthen and standardize the Council's (Education) Language Policy, there is a need to clearly define the linguistic nature of all Gwynedd secondary schools so that the linguistic nature of schools is clear to all stakeholders, holding the schools and Governors accountable for its implementation.'

Education Department Officers have collaborated with an External Consultant to carry out a Study in connection with this recommendation. Following the publication of the report, the Education Department has completed work jointly with secondary school head-teachers to ensure clarity and consistency in the way secondary schools in Gwynedd define themselves linguistically. These definitions are consistent with Welsh Government definitions (October

2007), and have been included on individual schools' websites, and as an appendix to the Gwynedd Secondary Sector Language Strategy.

Outcome 3: More 14-16 year old pupils studying for qualifications through the medium of Welsh.

Outcome 4: More students aged 16-19 studying subjects through the medium of Welsh in schools, colleges and through work-based learning.

Our current situation and targets involving the number of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh.

Current situation	2017/2018	2018/2019	2019/2020
79.4%	81.2%	84%	86%

Our current situation and targets involving the percentage of learners who register for GCSE Welsh (First Language) who registered for at least five other qualifications at level 1 or level 2 in Welsh.

Current situation	2017/2018	2018/2019	2019/2020
69.4%	71.2%	73.3%	74.9%

Our aims to achieve this outcome:

- Ensure that every school responds to the requirements of the Learning and Skills measure and have made use of collaborative partnerships.
- Further increase the percentage of pupils who continue to study subjects through the medium of Welsh or bilingually at KS4 up to the time of sitting external examinations.
- Work with the main stakeholders to ensure the provision provides access to a bilingual provision across the vocational subjects and Welsh Baccalaureate at KS4.
- Ensure that collaborative vocational courses funded through the 14-19 Network grant is available in Welsh/bilingually [including any courses provided by Colleges]
- Ensure that the Partnership Groups and 14-19 Network Quality Sub-group monitor the linguistic progression of the courses provided.
- Monitor registration data for external examinations through the medium of Welsh in every establishment (including the Colleges' Vocational partnership courses). Set Progress Targets for every establishment / partnership course.
- Monitor the language of study of KS4 and KS5 learners.

Supporting statement:

Every pupil who has attained a firm Level 3+ at the end of KS2 is expected to pursue a Welsh Language Study Programme [First Language] in order to ensure appropriate progression and continuation. There is also a need to ensure that every pupil studies Welsh as a subject until

the end of Y11 and will sit appropriate external examinations and tests at the end of KS3 and KS4.

However, there is a desire to increase the percentage by influencing the practices at one school that contributes considerably to the number of pupils not assessed in Welsh as First Language at the end of the key stage. That school has created an Action Plan, which includes specific targets, deadlines, and evaluation criteria in response to the requirements of the Gwynedd Secondary Sector Language Strategy. Consequently, the school has committed to increasing the number of pupils who pursue the mother tongue track in KS3 and KS4, and who are educated in Welsh or bilingually.

There will be an additional resource to support the school make further progress in the use of Welsh across the curriculum and in the life of the school, building on those good practices that have recently been promoted and established by the school through the support of the Gwynedd Secondary Sector Language Strategy Coordinator.

Promoting the development of bilingual education continues to be one of the 14-19 Network's strategic priorities and appropriate linguistic progression is ensured as a core part of the terms of reference of the Network's executive groups.

Every 14-16 grant-funded course must be available bilingually.

Five of the seven collaborative post 16 vocational courses provided by Coleg Menai for schools in the Arfon area are offered to learners as a bilingual provision. Many of the collaborative courses between schools are also provided in Welsh or bilingually.

Bilingual interactive e-learning resources continue to be developed through the work of the 14-19 Network's e-learning team, funded through 14-19 grant funding. Use of these resources is promoted through the e-learning User Group, which includes representatives from every school and Further Education College across Gwynedd, Anglesey and North Wales and through an annual training programme. Through regional collaboration bilingual training is provided on how to use these resources.

Specific work was completed in 2015-16 through a specific Welsh Government grant in order to prepare interactive e-learning resources. The purpose was to promote use of the Welsh language in the workplace / post-16 studies in the Construction, Business, Hospitality, and Health and Care / Childcare sectors. The resources will be located on the Post-16 Consortium, FE Colleges, and HWB websites.

The 16+ Learning Partnership's Transformation agenda steers the post-16 strategic planning work. One of the main work streams will identify the probable effect of the collaborative model on the Welsh language medium / bilingual provision. Attention is also given to identifying the main factors that influence post 16 learning medium.

Another element of the Post-16 Consortium's work will be to identify opportunities in the economy where use of Welsh is essential for work.

Gweriniaeth and Bangor University commissioned work to gain a clear picture of the number of Welsh only courses, English only courses and bilingual courses that are run in the area where the Consortium operates. Where courses are stated as being bilingual, a detailed

analysis was carried out on the percentage taught through the medium of Welsh. Every organisation has received a separate report and a county report has been shared with officers. The same data will be gathered annually for monitoring purposes.

Over the next three years, implementing the Gwynedd Secondary Sector Language Strategy with secondary schools will be a means of identifying the subjects and settings where bilingual learning takes place and which lead to English medium assessments, and will detail any steps needed to change this.

Specific work will take place to develop systems and procedures to measure the use of Welsh in post-16 education. The main purpose of the work will be to identify how many learners pursue courses through the medium of Welsh in the post-16 sector in the Consortium's operational area.

Outcome 5: More students with higher skill in Welsh

Percentage of pupils at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh First Language:

Current situation	2017/2018	2018/2019	2019/2020
76.3%	77.2%	78.1%	79%

Our four main aims to achieve this outcome (see Appendix 1 for the data):

- Increase the percentage:
 - of Foundation Phase Pupils who gain a 5+ outcome for teacher assessments in Welsh (Level 2+/Outcome 5+)
 - KS2 pupils who reach Level 4 for teacher assessments in Welsh
 - KS3 pupils who reach Level 5 for teacher assessments in Welsh
 - KS4 pupils who reach grades A*-C in GCSE Welsh
- Ensure that no pupil leaves any of the schools without having a recognised qualification in Welsh
- Continue with the pioneering work in Gwynedd and mainstream the work of the Language Charter in Gwynedd to the core work of the Council. Continue to support the work of developing the Language Charter into a national programme that will be a key part of the wider framework that Welsh Government is developing.
- Develop a Secondary Sector Language Strategy as an effective planning tool, building on the success of the Primary Language Charter, to lead to further progress in the pupils' social and curricular use of Welsh.

The aim of the GwE Literacy and Numeracy Strategy is to ensure that every pupil at every school in the region has the required language and numeracy skills to succeed in their journey through the school and to gain qualifications that will enable them to subsequently participate fully in the world of work and society.

GwE has appointed a Welsh Challenge Advisor [part-time role] to target the subject in the Secondary sector. The post holder will devise an action plan that gives specific attention to raising standards and improving higher skills in Welsh/Welsh second language and increasing the number of applicants that achieve a Higher Standard of qualifications. In implementing this plan:

- a professional forum will have been established to share good practice and provide guidance for heads of department on Unit 1, 2 and 3
- Every school is confident in delivering the specification.
- Every school is consistent in assessing tasks verbally
- Every school consistent when assessing the standard of extended questions in Reading Unit 2 and 3.
- Cross county portfolio of the work of A*/A learners created and available centrally
- Increase in the number of learners gaining A*/A, which then leads to an increase in the number who sit A Level
- Reach agreement with organisations on appropriate targets for increasing the numbers sitting Welsh First Language and Second Language A Level and the percentage of A*-C success in those subjects.

GwE will also continue to target action at a minority of secondary schools for which there is concern about the performance of Welsh.

The percentage receiving Welsh as First Language assessment at the end of the key stages and the percentage that attain the expected levels/grades is good. Nevertheless, there is an ongoing need to try to improve and raise standards in the Welsh language; and in this context every secondary school is expected to use the language cohorts to plan linguistically for using Welsh as a learning medium. Collaboration between primary schools and secondary schools is anticipated in ensuring a joint understanding of levels/assessments, and preparing profiles for accrediting them will help with this.

The Authority will continue to work with Welsh departments at the schools through the Secondary Sector Language Coordinators' forum as well as the Headteachers' Strategic Group, concentrating on reducing the number of pupils who do not sit either in order to ensure that no pupil leaves any school at 16 years of age without an accredited Welsh language qualification. We will also continue to encourage pupils to continue with Welsh up to Higher Level after succeeding in GCSEs by emphasising the advantages of Welsh as a Higher Level subject and a subject to be further studied. We will endeavour to make the subject appealing and relevant to pupils through various teaching and learning methods and effective use of relevant resources.

At primary, leadership sessions will be held for leaders that will look at educating and assessing. Through the Supporting Improvement Advisor, the Authority will measure the effectiveness of follow-up action by the school. A training programme for leaders in the field of literacy will also be introduced with a focus on improving the quality of teaching/learning experiences in the field.

Since the launch of the Welsh Language Charter at primary schools in Gwynedd, pioneering work has taken place at our primary schools to influence children's social use of Welsh.

The aim of the Language Charter is to increase children's social use of Welsh. In short, get the children speaking Welsh.

The Language Charter requires a contribution from every member of the school community - the school council, the pupils, the workforce, parents, governors and the wider community in order to ensure full ownership.

Language coordinators have undergone thorough training so that they are competent to provide leadership and support for the schools in their catchment areas. Under their supervision, the work of monitoring and accrediting the Charter will be implemented. We will continue to develop their role since they are a key element of ensuring that relevant messages and information about achieving the Gold award is shared and cascaded effectively. We will continue to hold termly meetings to share the most recent information with language coordinators.

A strong training element emerges as a result of the accreditation visits and this is a golden opportunity to share information and good practice between schools. A report is produced annually on the attainment and development of every school against the requirements of the silver and gold awards. We will continue with the process of accrediting at the end of the academic year, and will scrutinise the language web data in order to prove that implementing the Language Charter yields positive results.

The guidance document has been created. It contains all the strategies, activities and intended plans that have been successful and have had a positive effect on the data of the language web among 'pioneering' schools in Gwynedd. We will continue to develop this document as the Charter develops.

Close collaboration between partnerships continues and specific events have been held jointly with S4C, the Urdd and Cwmni Da in order to generate a positive impact on the data of the language web.

As part of the effort to reach the goal of one million Welsh speakers by 2050, Welsh Government has specifically asked Gwynedd Council to collaborate with it to disseminate the practices of the Language Charter throughout Wales by 2019. This comes in the wake of the sweeping success of the pilot scheme in 2015-16 between Gwynedd and Welsh Government in which the schools of the North Wales region received the Charter's bronze award.

Following the positive reports about the success of the Charter in Gwynedd, a request was made to use Gwynedd's expertise and good practice to extend the project to other areas in Wales. Gwynedd Council provides a service on behalf of WG in order to deliver four main elements, namely, the work of raising awareness, holding a training conference, sharing information and hosting the on-line questionnaire, and the accreditation process and providing support for other counties to set firm foundations to implement the Language Charter, providing guidance and good practice on all practical aspects of the Charter.

The work of developing the Language Charter into a national programme is a key part of the wider framework that Welsh Government is developing to increase the use of the Welsh language among children and young people. The framework will deal with interventions within three main fields: the education system, the community, and a change in linguistic

behaviour. Focus will be on bringing these three fields closer together, and on intertwining the education policy and the general language use policy more closely.

Gwynedd has created a Secondary Sector Language Strategy in order to ensure Welsh Government's commitment and vision for the Welsh language is reflected. It also ensures strong progression of the Primary Sector Language Charter; it continues to generate demand and improve the Welsh language skills of our young people. The Charter encompasses all the above elements.

The Secondary Sector Language Strategy incorporates the recommendations of the report by Cwmni Trywydd (a report commissioned to carry out a survey of the Welsh language situation as a social language among young people at secondary schools in Gwynedd), the Secondary Sector Language Usage Support Project (PCAI), Welsh Government Strategy: Cymraeg 2050, and the Welsh Government Framework to increase use of Welsh among children and young people. The role and voice of the young people are key, as are those of the youth services and key stakeholders. The Strategy sets expectations and clear guidance to secondary schools in the County on techniques to change language habits and the different ways of influencing the pupils' language socially within and outside the school and it contains eight aims:

- Leadership and expectations
- Ethos
- Young People
- Training
- The Role of Language Departments
- Curricular experiences
- Transition learners
- The school and the community
- We will support the 13 secondary schools, and one follow-up school to implement the main priorities of the Secondary Sector Language Strategy, which brings CSGA, PCAI, and the Welsh Government Framework together
- In collaboration with Welsh Government and the North Wales region, create and implement a comprehensive workforce development plan for secondary school teachers in the methodologies of bilingual teaching and learning
- Further promote the value and advantages and usefulness of bilingualism in order to strengthen pupils' incentive to develop into fluent speakers of both languages
- Promote the social use of Welsh among children and young people, at school and in the community.

Outcome 6: Welsh-medium Additional Learning Needs (ALN) provision.

Our aims to achieve this outcome:

- Continue to provide education for pupils with additional learning needs through the medium of Welsh, and bilingually, along each step of the educational journey.

- Plan around the needs of children and young people and their families.
- Implement the Gwynedd and Anglesey ALN and Inclusion Strategy.

Supporting Statement:

Every pupils with additional learning needs has access to Welsh medium services in Gwynedd.

A Welsh medium and bilingual provision is available for all types of ALN.

It was agreed that a common Additional Learning Needs and Inclusion Strategy would be adopted, which would address the needs of pupils and young people of Gwynedd and Anglesey in an effective and efficient manner. The aims and objectives of the whole range of services have been noted clearly in the Strategy. The need for a new Strategy became apparent following an analysis of the experiences of children and young people with additional learning needs. Monitoring, assessing the needs, and planning around the needs of children and young people and their families will be central to the new provision and we will continue to ensure access to fully bilingual services.

The new provision of ALN and Inclusion services jointly between Gwynedd and Anglesey came into force in September 2017, and the Welsh language was a core element of the provision. If we identify gaps in the Welsh medium provision, we will take steps to hold an annual audit of ALN and Inclusion services in order to address those gaps in the provision.

This new service for Gwynedd and Anglesey is willing to consider any reasonable requests for assistance and support from other counties in the region facing difficulties with their Welsh medium provision.

Outcome 7: Workforce planning and Continuous Professional Development (CPD)

Our four main aims to achieve this outcome:

- Through the Welsh Medium and Building Inclusivity Network (cross-authority strategic group), continue to collaborate with Bangor University to ensure that the Welsh Language Sabbatical Plan is used strategically to meet the needs of schools.
- Strengthen the language profile of staff at specific schools.
- Develop the Welsh language skills of the workforce.
- Continue to adhere to the Authority's policy when advertising, by stating the requirement that post holders must be able to communicate through the medium of Welsh and English to a level commensurate with that of the post.

Supporting Statement:

In advertising jobs, the Authority states that post holders are required to be able to communicate through the medium of Welsh and English to a level commensurate with that of the post.

We will ensure that staff who need to raise and improve their language skills are encouraged and assisted to develop their bilingual skills to a teaching level. A cross-authority strategic group will lead - Gwynedd Welsh Language Sub-group which focuses on the Welsh language, Welsh-medium and building inclusion in every Authority. This group is influential in the discussion on a language continuum, it has considerable influence over the status of the Welsh language in every school, pre-school organisations, and the quality of its teaching, and its further use as a learning medium.

One field that receives the Sub-group's attention is the £486,000 plan (2017/18 budget) to develop skills among the education workforce across the North Wales region. This field is linked up with the above outcome in the Welsh Language Strategic Plan in every Authority, along with CPD. To this end, information is received about available courses for teachers, trainers, lecturers and classroom assistants who wish to improve their Welsh and gain confidence in the language. Discussions on how best to develop and improve the language of education practitioners, first language and second language, are held in order that they may feel confident in teaching and administrating through the medium of Welsh. We will continue to collaborate closely with Bangor University in order to ensure that the Sabbatical Plan is used strategically to address the needs of schools. We will also make every effort to encourage more teachers and classroom assistants to take the opportunities available to improve communication skills in Welsh through 'Welsh for Adults', a provision directly supplied by the Council.

We will arrange and promote Continuous Professional Development which supports training for secondary school teachers in bilingual teaching and learning methodologies, using examples of good practice that is already in place at several schools, as well as recent research, to do so. It is timely to revisit bilingual teaching and learning techniques while Welsh Government makes fundamental changes to teaching and learning in Wales and as it develops the new curriculum *The Curriculum for Life* is based on the 'Successful Future' Independent Review of the Curriculum and the Assessment Arrangements in Wales by Professor Graham Donaldson in February 2015. The Literacy and Numeracy Framework (LNF) determines the oral, reading and writing skills at which pupils are expected to be proficient at across the curriculum and teachers are expected to integrate literacy (and numeracy) into their teaching, regardless of the subject. Digital competency is also a cross-curricular responsibility in the new Curriculum for Wales. Alongside literacy and numeracy, the Digital Competency Framework (DCF) will outline the skills and information learners will be expected to develop. The policies in all these field are key to a school's development. It is also important that bilingual teaching and learning techniques correspond to all these developments and that staff are well versed in the required skills.

Training is also one of the aims of Gwynedd's Secondary Sector Language Strategy, and together with the Welsh Language Sub-group we will support the secondary schools' workforce in Gwynedd and the region to develop its Welsh language skills, to improve the language, as well as its ability to teach and learn in Welsh and bilingually. To achieve this aim, the professional development of staff to increase and improve their language skills has been included in every secondary school's action plan, in response to the requirements of the Secondary Sector Language Strategy.

At the Early Years stage, following the establishment of a task group during the last period to identify the workforce needing to improve its Welsh Language skills, training sessions were

held, and PACEY jointly with the Hunaniaith Officer has now distributed information packs about the Welsh language. We will also develop training for assistants and teachers and will hold collaborative workshops on how to develop enriching and extended Speaking opportunities in Foundation Phase classrooms.

GwE, in collaboration with other key stakeholders, have planned and prepared a comprehensive cross-sector Leadership Programme for the Region's practitioners that will be provided in Welsh and bilingually. The Authority is committed to promoting inclusive leadership by encouraging and supporting every practitioner to develop his/her own leadership potential and the leadership potential of other practitioners. Staff is encouraged to take advantage of these effective professional development opportunities.

Signed:

Date: December 2017

Garem Jackson
Head of Education