

ANNUAL REVIEW REPORT
WELSH IN EDUCATION STRATEGIC PLAN

DECEMBER 2020

WHOLE SCHEME
OVERVIEW

(Short summary only)

2019-20 was a very different year than expected in light of the COVID-19 pandemic, where the curriculum was delayed and schools were re-purposed to provide care for vulnerable children and children of key workers. As a result, the performance data available is sparse in order to meet the outcomes of the Welsh in Education Strategic Plan.

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.

Aim:

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 fully participate 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 onwards, and to promote the use our children and young people make of Welsh as a social language.

OUTCOME 1 and 2:

The Authority's Language Policy places an emphasis on immersing 0-7 year old learners in the Welsh language, ensuring that they only receive a Welsh assessment at the end of the Foundation Phase. Afterwards, emphasis is placed on bilingualism and linguistic progression from one key stage to the other is ensured. We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department produced educational resources to support the Welsh language on a county, regional and national level in a remote learning situation. To this end, the Education Department commissioned a freelance consultant to produce

video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language during lockdown.

OUTCOME 3 and OUTCOME 4:

In light of lockdown and the COVID-19 pandemic, it was not possible to ensure that secondary schools took action to ensure progress in the Welsh-medium provision and the number of learners who were studying through the medium of Welsh in 2019-20 as the curriculum was delayed, with schools re-purposed to provide care for children of key workers and vulnerable children, and to provide remote education.

To this end, there are challenges in some areas of Gwynedd for the county's Welsh Language Policy and the medium of the provision, especially in KS4. Therefore, this means there is a substantial challenge for some secondary schools to strike a balance between maintaining the existing Welsh-medium provision across the curriculum and being able to withstand any challenge, and at the same time, ensure that the medium of the bilingual education provided is appropriate in terms of ensuring that every child will manage to achieve his/her potential.

All schools in Gwynedd are empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism. Nevertheless, some catchment areas are still experiencing difficulties in terms of convincing parents of the advantages of a Welsh and bilingual education.

OUTCOME 5:

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn. As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd than in any other county in Wales.

Due to lockdown, it was not possible to implement schools' commitments to self-evaluations in response to the Welsh Language Charter and the Secondary Sector Language Strategy.

Through financial support from Welsh Government via the regional consortia, during the autumn term, schools jointly planned interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. Some clusters managed to implement their schemes as intended during the Spring Term 2020, but we are aware that other clusters did not manage to complete the implementation of their schemes as a result of lockdown.

OUTCOME 6:

Every pupil with additional learning needs (ALN) has access to Welsh-medium services in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

During lockdown, the ALN&I Service supported the most vulnerable learners by reaching out and preparing various resources (of which they are still developing) for parents, learners and school staff. Everything is available on the service's website, including resources and information about emotional health and well-being. In addition, the service can provide various training sessions for school staff (e.g. Seasons for Growth Programme for Loss and Grief, Mindfulness).

OUTCOME 7:

During the Autumn Term, every school completes the Education Workforce Census for Welsh Government, and in Gwynedd we have been promoting the use of self-assessment of the Council's corporate language skills as a basis for the Census, therefore, every headteacher will have detailed information and data about his/her staff's language skills, so that they are able to plan specific interventions to support their staff.

Based on the individual data of every school from the census, each school is expected to respond to the data and plan appropriately ensuring that the workforce will receive support to ensure that their confidence and skills in the Welsh language meet the requirements, and enable us to teach through the medium of Welsh and bilingually in accordance with the county's Welsh Language policy.

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

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

Due to lockdown and COVID-19, the circumstances of summer 2020 were unique as the curriculum had been delayed and schools had been re-purposed to provide care for vulnerable children and children of key workers. Consequently, no performance data is available in response to outcome 1 of the WESP.

OUTCOME 1:	More seven year old children educated through the medium of Welsh		
MEASURE:	% of learners assessed in Welsh as First Language at the end of the Foundation Phase		
TARGET:	99.2%	2019-20 PERFORMANCE	No performance data available as a result of lockdown and COVID-19

PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

The Authority's Language Policy places an emphasis on immersing 0-7 year old learners in the Welsh language, ensuring that they only receive a Welsh assessment at the end of the Foundation Phase. However, as a result of COVID-19, there is no performance data that can be reported upon this year.

In 2017-18, new outcomes in Language and Mathematics from the Foundation Phase Framework were used for assessment for the first time. Despite progress being seen in the % of learners assessed in Welsh as a First Language at the end of the Foundation Phase, a reduction was seen in the % of Foundation Phase learners that reached Outcome 5+ for teacher assessments in Welsh (level 2+/Outcome 5). Consequently, GwE now intends to focus on improving the provision in the Nursery and Reception classes in order to set a firm foundation to attain higher outcomes by the time learners reach the end of the Foundation Phase.

In order to support learners to attain the higher outcomes in the Foundation Phase, the Education Department believes that providing training on the principles of immersion in the Foundation Phase would benefit the workforce of our schools, as teachers and classroom assistants, as it is often taken for granted that our schools are aware of immersion education elements, although historically it has not been part of the training provision of Universities' Education Departments for prospective teachers.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

TRAINING ON THE PRINCIPLES OF IMMERSION IN THE FOUNDATION PHASE

In order to support learners to attain the higher outcomes in the Foundation Phase, the Education Department commissioned a freelance consultant to formulate and provide training on the principles of immersion in the Foundation Phase for the workforce of our schools, as teachers and classroom assistants. A number of clusters took advantage of this training right before lockdown and feedback on the training was very positive.

THE ADVANTAGES OF BILINGUALISM

Every school in Gwynedd is empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism.

RESPONDING TO LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator re-directed their support for the language by creating educational resources to support the Welsh language on a county, regional and national level. The resources were produced to support the remote learning of learners during lockdown, focusing mainly on promoting and maintaining their Oral skills. Additionally, the Co-ordinator produced remote learning resources to reinforce the use of the spoken language among primary aged learners.

To this end, the Education Department commissioned a freelance consultant to produce video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language during lockdown.

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

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

Due to lockdown and COVID-19, the circumstances of summer 2020 were unique as the curriculum had been delayed and schools had been re-purposed to provide care for vulnerable children and children of key workers. Consequently, no performance data is available in response to outcome 2 of the WESP.

OUTCOME 2:	More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school.		
MEASURE:	% of year nine learners being assessed in the medium of Welsh (First Language)		
TARGET:	86.2%	2018-19 PERFORMANCE	No performance data available as a result of lockdown and COVID-19

PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

The Authority's Language Policy places an emphasis on ensuring language progression from one key stage to the next.

The Catchment Area Language Co-ordinator is central to this. The Language Co-ordinators are released by the Authority 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, thus ensuring that pupils who have gained Level 3+ in Welsh at the end of KS2 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3.

As a consequence of establishing a baseline for the medium of the provision, the medium of the provision and specific targets were discussed with every secondary school in order to increase:

- The Welsh medium provision across the curriculum in KS3, KS4 and KS5.
- Number/% of learners who study a range of subjects through the medium of Welsh in:
 - KS3
 - KS4
 - KS5

The aim of the Gwynedd 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.

Following a cut in the Education Improvement Grant that finances the Gwynedd Language Centres, in 2018-19 a consultation was held on an alternative staffing structure in order to maintain the Language Centres' service in the future. On 2 April 2019, Gwynedd Council Cabinet resolved as follows:

- To remove the TLR allowance for teachers at every Language Centre, and incorporate the after-care as a part of the core provision of the Language Centres, thus abolishing the existing after-care post.
- To implement a pilot scheme of the staffing structure of a teacher and assistant, increasing the teacher: pupil ratio at one Language Centre for a one-year period, and for it to be closely monitored to identify whether it affects the quality of the education and the children's attainment.
- In order to buy time to consider the findings of the pilot, to approve bridging funding to address the continued deficit after implementing (ii) above, until the findings of the pilot are known.

As a result of the Cabinet's decision, from September 2019, the Education Department implemented a pilot scheme at Maesincla Language Centre with a staffing structure of a teacher and assistant, and carried out research to measure the impact of the pilot on the linguistic progress of the children.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

In light of lockdown and the COVID-19 pandemic, it was not possible to ensure that secondary schools took action to ensure progress in the Welsh-medium provision and the number of learners who were studying through the medium of Welsh in 2019-20 as the curriculum was delayed, with schools re-purposed to provide care for children of key workers and vulnerable children, and to provide remote education.

LANGUAGE CENTRES

Due to lockdown and COVID-19, it was not possible to measure the impact of the pilot scheme implemented at Maesincla Language Centre for the time being as the provisions of the Language Centres had to evolve to provide linguistic subsistence for latecomers via blended learning, namely live teaching sessions on TEAMS along with work on Google Classrooms and day to day subsistence by the schools.

We recognise that this method of immersing latecomers is unlikely to secure the same outcome for learners as they would by attending the Language Centres as it is not possible for the provision to be as intensive for learners. However, this is the only medium where the subsistence can be provided during lockdown.

In light of the fact that the pandemic had forced the Language Centres to operate differently, the use of technology has opened the door to opportunities to re-examine the provision in its entirety, and it is intended to address this in collaboration with the staff of Language Centres in 2020-21.

RESPONDING TO LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator re-directed their support for the language by creating educational resources to support the Welsh language on a county, regional and national level. The resources were produced to support the remote learning of learners during lockdown, focusing mainly on promoting and maintaining their Oral skills. Additionally, the Co-ordinator produced remote learning resources to reinforce the use of the spoken language among primary aged learners.

ACCELERATING LEARNING PROGRAMME

Due to the concerns of Gwynedd schools regarding the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing, as a Department we have encouraged our schools to include Welsh as a priority within their Accelerating Learning Programme for 2020-21 if they deem it appropriate to do so.

WELSH LANGUAGE CLUSTER PLANS

Financial support from Welsh Government via the regional consortia will continue, and during the autumn term, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. As a Department, we will encourage our schools to try to ensure that their cluster plans seek to respond to the position of the Welsh language in the cluster as a result of lockdown.

INTERVENTION GROUPS

Due to the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills, it is intended for the Co-ordinator of the Secondary Sector Language Strategy to provide practical support for secondary schools in 2020-21, by holding small intervention groups to support learners who require extra help with the Welsh language as a result of the impact of lockdown on their confidence and their readiness to use the language, orally and in writing. Some of these intervention groups will target learners in years 10 and 11 to gain confidence, thus enabling them to familiarise themselves again with the education system and the Welsh language and bilingual provision across the curriculum.

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

Outcome 4: More 16-19 year old learners studying subjects through the medium of Welsh at schools, colleges and through work-based learning

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

Due to lockdown and COVID-19, the circumstances of summer 2020 were unique as GCSE or A Level external examinations were not held. Consequently, no performance data is available in response to outcomes 3 and 4 of the WESP.

OUTCOME 3:	More 14-16 year old pupils studying for qualifications through the medium of Welsh		
OUTCOME 4:	More students aged 14-19 studying subjects through the medium of Welsh in schools, colleges and through work-based learning		
MEASURE:	% of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh		
TARGET:	86.2%	2019-20 PERFORMANCE	No performance data available as a result of lockdown and COVID-19
MEASURE:	% 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.		
TARGET:	73.3%	2018-19 PERFORMANCE	No performance data available as a result of lockdown and COVID-19
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PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

As a consequence of establishing a baseline for the medium of the provision, the medium of the provision and specific targets were discussed with every secondary school in order to increase:

- The Welsh medium provision across the curriculum in KS3, KS4 and KS5.
- Number/% of learners who study a range of subjects through the medium of Welsh in:
 - KS3
 - KS4
 - KS5

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

In light of lockdown and the COVID-19 pandemic, it was not possible to ensure that secondary schools took action to ensure progress in the Welsh-medium provision and the number of learners who were studying through the medium of Welsh in 2019-20 as the curriculum was delayed, with schools re-purposed to provide care for children of key workers and vulnerable children, and to provide remote education.

To this end, there are challenges in some areas of Gwynedd for the county's Welsh Language Policy and the medium of the provision, especially in KS4. Therefore, this means there is a substantial challenge for some secondary schools to strike a balance between maintaining the existing Welsh-medium provision across the curriculum and being able to withstand any challenge, and at the same time, ensure that the medium of the bilingual education provided is appropriate in terms of ensuring that every child will manage to achieve his/her potential.

All schools in Gwynedd are empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism. Nevertheless, some catchment areas are still experiencing difficulties in terms of convincing parents of the advantages of a Welsh and bilingual education.

As a part of the schemes of the 21st Century Schools and Colleges Programme, approved by Welsh Government, any statutory proposal will be subject to a Linguistic Impact Assessment, despite the fact that the aim of the Language Policy is the same for all Gwynedd schools.

Here are the schemes for Band A and Band B of the Programme that are already operational in Gwynedd:

- Ysgol Godre'r Berwyn
- Ysgol y Garnedd, Bangor

- Ysgol y Faenol, Bangor
- Our Lady's School, Bangor
- Ysgol Trefarthyr, Cricieth

Apart from Ysgol Godre'r Berwyn (September 2019) and Ysgol y Garnedd (October 2020) which have now opened, all other schemes will remain operational in 2020-21.

On 10 March 2020, a report was submitted to the Gwynedd Council Cabinet seeking permission to carry out a 'consultation' about post-16 provision in Arfon. As a basis to this decision, a Post-16 Overview Report was submitted to the Cabinet, and the 'Assessment of the current Post-16 Education Provision in Gwynedd' report from Iaith Cyf. was also published, and the medium of the provision was included as part of the work brief. Following the Cabinet meeting on 10 March 2020, everyone went into lockdown due to Covid-19 and, therefore, there was a delay on further action and holding the 'consultation' as intended in the summer term of 2020.

In terms of the Language Impact Assessments, we are aware that language web data for 2019-20 will be incomplete as a result of lockdown and COVID-19. Language web data is used regularly in Language Impact Assessments in accordance with the requirements of the Schools Organisation Code in order to measure the vitality of the Welsh language in schools, and it is recognised that this will not be possible with 2019-20 data as it is incomplete.

During lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator and the Secondary Sector Language Strategy Co-ordinator created educational resources to support the Welsh language on a county, regional and national level. In addition, the Co-ordinators created remote learning resources to reinforce the use of the spoken language among primary and secondary aged learners, and a freelance consultant was commissioned to produce video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language.

Outcome 5: More students with higher level skills in Welsh

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn, Bala.

As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd.

OUTCOME 5:	More learners with higher skills in Welsh		
MEASURE:	% of pupils at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh First Language.		
TARGET:	78.1%	2019-20 PERFORMANCE	76.4%
OBJECTIVE:	Increase the % of Foundation Phase pupils who gain a 5+ outcome for teacher assessments in Welsh (First Language) (Level 2+/Outcome 5+)		
PERFORMANCE:	No performance data available as a result of lockdown and COVID-19		
OBJECTIVE:	Increase the % of KS2 pupils who reach Level 4+ for teacher assessments in Welsh.		
PERFORMANCE:	No performance data available as a result of lockdown and COVID-19		
OBJECTIVE:	Increase the % of KS3 pupils who reach Level 5+ for teacher assessments in Welsh		
PERFORMANCE:	No performance data available as a result of lockdown and COVID-19		
Although it is possible to report on 2019-20 performance in terms of the measure, given the unique circumstances of summer 2020, it is not meaningful to draw comparisons between the 2020 performance and previous years.			
PLANNED ACTIVITIES			
<i>(list the intended actions and use the progress/update/emphasis section to provide more information)</i>			
<p>Gwynedd has led the pioneering work of influencing children's social use of the Welsh language in primary schools through the Welsh Language Charter. The purpose of the Charter is to encourage children to speak Welsh outside the classroom, and to ensure participation from all members of the school community in order to achieve this aim. The Department has also provided guidance and support to Welsh Government in the national roll-out of the Language Charter.</p> <p>Gwynedd is the only county in Wales that has established a Secondary Sector Language Strategy as a continuation of the Language Charter, and both the primary and secondary schools were all eager to see clear continuity with respect to the Language Charter. One fundamental distinction in the context of the Secondary Sector Language Strategy is that it involves the promotion of both formal and informal use of the Welsh language.</p> <p>The academic year started as normal in terms of the Welsh Language Charter and the Language Strategy, with primary and secondary schools completing the language web in the autumn in order to set a baseline of learners' social use of the Welsh language exactly as they did in previous years. At the same time, schools focused on their Welsh Language Charter self-evaluation and Secondary Sector Language Strategy self-evaluation, and identified specific actions to encourage learners' formal (particularly in terms of the secondary sector) and informal use of the Welsh language during the year.</p> <p>In terms of the Secondary Sector Language Strategy, one of the interventions for 2019-20 was to continue collaborating on the language medium of the provision across the curriculum in secondary schools.</p>			

There was an intention for Gwynedd primary and secondary schools to draw up an action plan for their cluster, which responded to the needs and linguistic context of the schools and their surrounding communities in order to raise status and increase the opportunities for children and young people to use Welsh in both formal and informal situations.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

WELSH LANGUAGE CHARTER/SECONDARY SECTOR LANGUAGE STRATEGY:

Due to lockdown, it was not possible to implement schools' commitments to self-evaluations in response to the Welsh Language Charter and the Secondary Sector Language Strategy. Similarly, it was not possible to repeat the language web to measure the impact of the year's interventions on learners' social use of Welsh, as questions in the language web questionnaire related to learners' formal and informal situations at the school. Consequently, in terms of the primary schools, it was not possible to award schools with gold, silver and bronze awards of the Welsh Language Charter as usual at the end of the Summer Term.

Due to the fact that the language web has been completed regularly by our schools for many years, we are aware that 2019-20 data will be incomplete as a result of lockdown and COVID-19. Language web data is used regularly in Language Impact Assessments in accordance with the requirements of the Schools Organisation Code in order to measure the vitality of the Welsh language in schools, and it is recognised that this will not be possible with 2019-20 data as it is incomplete.

WELSH LANGUAGE CLUSTER PLANS

Through financial support from Welsh Government via the regional consortia, during the autumn term, schools jointly planned interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. Some clusters managed to implement their schemes as intended during the Spring Term 2020, but we are aware that other clusters did not manage to complete the implementation of their schemes as a result of lockdown.

RESPONDING TO LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator and the Secondary Sector Strategy Co-ordinator re-directed their support for the language by creating educational resources to support the Welsh language on a county, regional and national level. The resources were produced to support the remote learning of learners during lockdown, focusing mainly on promoting and maintaining their Oral skills. In addition, the Co-ordinators created remote learning resources to reinforce the use of the spoken language among primary and secondary aged learners, and a freelance consultant was commissioned to produce video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language.

ACCELERATING LEARNING PROGRAMME

Due to the concerns of Gwynedd schools regarding the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing, as a Department we have encouraged our schools to include Welsh as a priority within their Accelerating Learning Programme for 2020-21 if they deem it appropriate to do so.

WELSH LANGUAGE CLUSTER PLANS

Financial support from Welsh Government via the regional consortia will continue in 2020-21, and during the autumn term, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. As a Department, we will encourage our schools to try to ensure that their cluster plans seek to respond to the position of the Welsh language in the cluster as a result of lockdown.

INTERVENTION GROUPS

Due to the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills, it is intended for the Co-ordinator of the Secondary Sector Language Strategy to provide practical support for secondary schools in 2020-21, by holding small intervention groups to support learners who require extra help with the Welsh language as a result of the impact of lockdown on their confidence and their readiness to use the language, orally and in writing. Some of these intervention groups will target learners in years 10 and 11 to gain

confidence, thus enabling them to familiarise themselves again with the education system and the Welsh language and bilingual provision across the curriculum.

Outcome 6: Welsh-medium provision for pupils with additional learning needs (ALN)

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

We take pride in the fact that we are able to provide the entire range of services to our most vulnerable learners through the medium of Welsh.

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, every pupil with additional learning needs (ALN) can access the services through the medium of Welsh in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

PLANNED ACTIVITIES

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, monitoring, assessing the demand and planning around the needs of children, young people and their families, will be central to the provision and we will continue to ensure access to fully bilingual services.

The ALN&I service has continued to prepare for the transfer to the new legislation in September 2021.

Following the lockdown, for 2020-21, we have identified the education and deprivation gap as a risk, and the ALN & I service will provide guidance for schools with regards to suitable strategies and provisions to target the gap, in co-operation with the Schools Improvement Service (GwE). The service will provide input and support for pupils with SLN & I that have proved more difficulties as a result of the lockdown.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

During lockdown, the ALN&I Service supported the most vulnerable learners by reaching out and preparing various resources (of which they are still developing) for parents, learners and school staff. Everything is available on the service's website, including resources and information about emotional health and well-being. In addition, the service can provide various training sessions for school staff (e.g. Seasons for Growth Programme for Loss and Grief, Mindfulness).

Following the lockdown, for 2020-21, we have identified the education and deprivation gap as a risk, and the ALN & I service will provide guidance for schools with regards to suitable strategies and provisions to target the gap, in co-operation with the Schools Improvement Service (GwE). The service will provide input and support for pupils with ALN & I that have proved more difficulties as a result of the lockdown.

Outcome 7: Workforce planning and continuous professional development (CPD)

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

During the Autumn Term, every school completes the Education Workforce Census for Welsh Government, and in Gwynedd we have been promoting the use of self-assessment of the Council's corporate language skills as a basis for the Census, therefore, every headteacher will have detailed information and data about his/her staff's language skills, so that they are able to plan specific interventions to support their staff.

The following is data from the self-assessment in the context of Schools

Department	Schools
Number that completed self-assessment*	949
No skills	11
Entry	51
Foundation	20
Intermediate	39
Advanced	194
Proficiency	633

PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

Based on the individual data of every school from the census, each school is expected to respond to the data and plan appropriately ensuring that the workforce will receive support to ensure that their confidence and skills in the Welsh language meet the requirements, and enable us to teach through the medium of Welsh and bilingually in accordance with the county's Welsh Language policy.

WELSH LANGUAGE CLUSTER PLANS

Through financial support from Welsh Government via the regional consortia, during the autumn term, schools jointly planned interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills.

As a Department and Council, we also provide training via Welsh for Adults provisions for members of the secondary sector workforce who need to learn Welsh, as a result of failure to appoint individuals who had skills in Welsh in line with the requirements of their posts. These are a very small minority amidst the workforce of our schools and, on the whole, they are typical of some specific areas of the county such as south Meirionnydd and Bangor.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

WELSH LANGUAGE CLUSTER PLANS

Some clusters managed to implement their schemes as intended during the Spring Term 2020, but we are aware that other clusters did not manage to complete the implementation of their schemes as a result of lockdown.

Financial support from Welsh Government via the regional consortia will continue, and in 2020-21, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills.

**LOOKING AHEAD /
MILESTONES**

Use this section to note your key priorities for the year ahead

RESPONDING TO THE IMPACT OF LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd. As a result, for 2020-21 we believe there is a need to re-examine our priorities in the Welsh language field in its entirety, and reclaim lost ground and ensure that the foundations of the Welsh language are robust among our children and young people again.

ACCELERATING LEARNING PROGRAMME

Due to the concerns of Gwynedd schools regarding the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing, as a Department we have encouraged our schools to include Welsh as a priority within their Accelerating Learning Programme for 2020-21 if they deem it appropriate to do so.

LANGUAGE CENTRES

The Language Centres are likely to continue to provide linguistic subsistence for latecomers via blended learning, namely live teaching sessions on TEAMS along with work on Google Classrooms and day-to-day subsistence by the schools in 2020-21 if the pandemic continues.

We recognise that this method of immersing latecomers is unlikely to secure the same outcome for learners as they would by attending the Language Centres as it is not possible for the provision to be as intensive for learners. However, in light of the fact that the pandemic has forced the Language Centres to operate differently, the use of technology has opened the door to opportunities to re-examine the provision in its entirety, and it is intended to address this in collaboration with the staff of Language Centres in 2020-21.

WELSH LANGUAGE CLUSTER PLANS

	<p>Financial support from Welsh Government via the regional consortia will continue, and in 2020-21, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills.</p> <p>INTERVENTION GROUPS</p> <p>Due to the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills, it is intended for the Co-ordinator of the Secondary Sector Language Strategy to provide practical support for secondary schools in 2020-21, by holding small intervention groups to support learners who require extra help with the Welsh language as a result of the impact of lockdown on their confidence and their readiness to use the language, orally and in writing. Some of these intervention groups will target learners in years 10 and 11 to gain confidence, thus enabling them to familiarise themselves again with the education system and the Welsh language and bilingual provision across the curriculum.</p> <p>ALN&I</p> <p>Due to lockdown, for 2020-21, we have identified the education and deprivation gap as a risk, and the ALN & I service will provide guidance for schools with regards to suitable strategies and provisions to target the gap, in co-operation with the Schools Improvement Service (GwE). The service will provide input and support for pupils with SLN & I that have proved more difficulties as a result of the lockdown.</p>
<p>Author:</p> <p>Approver:</p> <p>Date:</p>	<p><i>DAWilliams Jones</i> Debbie Anne Williams Jones (Education Corporate Services Manager)</p> <p>13 January 2021</p>