

WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority

Gwynedd

Life of the Plan

September 2022-August 31st, 2032.

This Welsh in Education Strategic Plan is published under section 84 of the *School Standards and Organisation Act (Wales) 2013* and its content complies with the *Welsh in Education Strategic Plans Regulations (Wales) 2019¹⁻²*. Due consideration has been given to the statutory guidelines published by Welsh Ministers when establishing our targets.

Signed:

Date:

(Your local authority's Chief Education Officer needs to sign this Plan)

¹ [Welsh in Education Strategic Plans Regulations \(Wales\) 2019](#)

² [Welsh in Education Strategic Plans Regulations \(Wales\) \(Amendment\) \(Coronavirus\) 2020](#)

Guidance notes

You will need to outline your local authority's Welsh medium education vision for the next ten years, and the main strategic objectives for this period. Show how you will achieve Outcomes 1-7 by referring to the Guidance.

Before completing this template, you should refer specifically to Part 2 of the Guidance on Welsh in Education Strategic Plans.

<https://gov.wales/welsh-education-strategic-plans>

This section notes the statutory requirements in terms of what must be included in your Plan (as outlined in the Schedule of the Welsh in Education Strategic Plans Regulations (Wales) 2019). As well as your general 10 year target, some statements in the Schedule require you to set other targets, and if so, you should refer to them also.

Our ten-year vision to increase and improve Welsh medium provision in our area

“I’m pleased to publish **Gwynedd’s Welsh in Education Strategic Plan 2022-2032**. The Plan reflects my vision of a Welsh and bilingual education system which places the needs of our learners at the heart of our provision. The Plan sets a clear vision and direction for ensuring that Gwynedd’s learners attain the highest standards to maintain the language, culture and economy locally.

The Council’s Departments, schools and wider partners are committed to realising all the aims and objectives of the **Welsh in Education Strategic Plan** and in light of that, supporting the Welsh Government’s strategy of achieving the target of a million Welsh speakers by 2050, by ensuring available opportunities at each step of individuals’ lives to learn Welsh and to learn through the medium of Welsh. The *Welsh Language Promotion Plan for Gwynedd (2013-23)*’s vision has been incorporated, and as well as that, consideration has been given to the requirements of the following acts and strategies when forming the Plan: *Well-being of Future Generations Act (2015)*, *Prosperity for All: the National Strategy: Taking Wales Forward (2016-2021)*, *the Progressive Agreement (2016)*, *ALN and Education Tribunal (Wales) Act (2018)*.”

Councillor Cemlyn Rees Williams,
Cabinet Member for Education.

“It’s an extremely exciting time for the Welsh language and we want to ensure high quality provision, experiences and support through the medium of Welsh, that meet the needs of learners and their families. We want it to be a way to empower them as independent, confident and bilingual learners, enabling them to succeed and thrive. In the same manner, we’d like to ensure that all our school workforce is confidently bilingual, accepting support to increase their confidence and Welsh language skills, and are able to effectively transfer those skills to teaching and learning through the medium of Welsh, in order to facilitate bilingual classrooms.”

Garem Prytherch Jackson
Head of Education, Gwynedd Council

Our aim is to ensure that all stakeholders will effectively act on the Welsh language in order to ensure progression from one key stage to the next, in line with the arrangements noted in the **Partnership Agreement** between the Authority and schools and the *cyfchoedd*. In this context, we will draw local elected members and the Chair of Governors’ attention to any matters of concern which relate to a lack of implementing the content of the Language Policy of the Welsh in Education Strategic Plan.

Contact

For further information about the Welsh language, the Education Language Policy or the Welsh in Education Strategic Plan, please contact:

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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.

Outcome 1

More nursery age/three-year-old children educated through the medium of Welsh

Where are we now?

The aim of Gwynedd's Language Policy is to ensure that all the county's pupils have appropriate language skills in Welsh and English.

It is ensured that each Early Years setting sets a strong foundation for Welsh, ensuring that each child receives a Language, Literacy and Communication assessment in Welsh upon entry and at the end of part-time nursery education, and at the end of the Foundation Phase. Suitable provision must be ensured to enable each pupil to develop bilingual proficiency. There are 58 education settings without Early Years provision in Gwynedd.

Gwynedd's nursery education provision agreement notes that Welsh medium provision is mandatory.

See below our current situation regarding the number of nursery age/three-year-old children that are educated through the medium of Welsh.

Gwynedd's *Cylchoedd Meithrin* Data 2018-19 (No data for 2019-20 available due to COVID):

Area	Number of <i>Cylchoedd Meithrin</i>	Number / % of nursery age 3-year-old children who go on to Welsh medium education	
Arfon	28	834	99.3%
Dwyfor	18	301	100%
Meirionnydd	19	346	100%

Where do we want to be within the first 5 years of this Plan, and how do we intend to get there?

We will aim to continue to maintain the high standards of achieving the target of a 100% of 3 year old children being educated through the medium of Welsh.

OUR MAIN OBJECTIVES TO ACHIEVE THE OUTCOMES	HOW WE INTEND TO ACHIEVE OUR OUTCOMES
Use the data from the review of the adequacy of childcare provision, in order to plan Welsh medium education in the County.	Plan to ensure that the Authority meets the statutory requirement of ensuring a nursery place for each child from the term following his or her 3rd birthday. Meirion/Dwyfor Education Officer (GApRh)
	Regularly monitor all settings, including the voluntary organisations' settings, to ensure compliance with the County's Language Policy.

	<p>Work with the childcare Organisations to promote the 'EDI' project - part of the 'Work Welsh' scheme which is being developed by the National Centre for Learning Welsh, for any staff members who need to strengthen their use of the Welsh language in the workplace.</p> <p>Early Years Service Manager (SAO) Meirion/Dwyfor Education Officer (GApRh)</p>
Share information with parents about the availability of Welsh medium education and the type of Welsh medium education on offer.	<p>Make the most of each opportunity to communicate and co-plan with bodies in the Early Years field, including Mudiad Meithrin to strengthen and expand Welsh medium childcare provision, in order to ensure an unbroken path to bilingual education, in line with the County's Language Policy.</p> <p>Early Years Service Manager (SAO) Meirion/Dwyfor Education Officer (GApRh)</p>
Provide information to parents and carers who note that Welsh medium education is an option for them, no matter what their linguistic background may be.	<p>Ensure that clear and comprehensive information is included in the booklet/Welsh medium admission arrangements, and is regularly reviewed and updated.</p> <p>Education Officers (DJ/RhPJ)</p>
	<p>Include the relevant information on the Authority's website.</p> <p>Education Officers (DJ/RhPJ)</p>
Make the best use of information regarding the advantages of bilingualism and multilingualism.	<p>Take advantage of the Government's marketing campaigns and programmes e.g. websites, YouTube channel, the Government's other channels in doing so.</p> <p>Language Charter Co-ordinator/ Meirion/Dwyfor Education Officer (GApRh) Arfon Education Officer (DJ)</p>
	<p>Provide training for officers who deal with parents' enquiries on how to discuss the Welsh medium education options available, as well as general questions/concerns that can arise.</p> <p>Language Charter Co-ordinator/ Arfon Education Officer (DJ)</p>
	<p>Ensure that the Family Information Service for parents/carers and prospective parents/carers provide information on raising children bilingually.</p> <p>Language Charter Co-ordinator/Early Years Service Manager (SAO) Meirion/Dwyfor Education Officer (GApRh)</p>

	<p>Refer individuals to Welsh literature and publications and provide information on opportunities for adults to learn Welsh, while bearing in mind things that may cause concern for parents/carers. Respond to those concerns in the information/literature provided.</p> <p>Language Charter Co-ordinator/Early Years Service Manager Meirion/Dwyfor Education Officer (GApRh)</p>
	<p>Work with public bodies such as Cymraeg i Blant, Regional Consortia, RhAG, Urdd Gobaith Cymru and the Mentrau Iaith.</p> <p>Language Charter Co-ordinator/ Meirion/Dwyfor Education Officer (GApRh)</p>
	<p>Ensure opportunities for pupils and parents to understand and discuss the advantages of bilingualism and multilingualism, by acknowledging and using the Welsh language, and explaining the educational, social and cultural advantages deriving from its use as well as the advantages in terms of employment and salary.</p> <p>Consistent and clear messages shared with parents about the County's procedures and vision.</p> <p>Review and update the Information for Parents booklet in order to reinforce the main messages. Highlight the County's Language Policy in all discussions with parents. Continue to try to inspire our children to make full use of their Welsh language skills in their day to day lives, by explaining the educational, social and cultural advantages of doing so, as well as the advantages in terms of employment and salary.</p> <p>Welsh Language Learning and Development Officer/ Meirion/Dwyfor Education Officer (GApRh)/School headteachers and teachers</p>

Where do we expect to be at the end of our ten year Plan?

At the end of our ten year Plan, the Early Years Education Service should be maintaining the same high standards, and ensuring adequate provision to allow each pupil to become bilingually proficient in all provisions.

Key Data

No births data is available. Note that births are generally lower - with 1,300 births recorded in 2022.

Numbers and % of nursery age/three year old children educated through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	

Outcome 2

More reception age/five year old children educated through the medium of Welsh

Where are we now?

The aim of the Language Policy is to ensure that all the county's children, in each of our schools, attain appropriate linguistic skills in Welsh and English. As the same Language Policy is relevant to each school, the County does not place schools in linguistic categories. An appropriate provision to enable every pupil to develop bilingual proficiency must be ensured. There are 80 Primary Schools, 2 All-through Schools and 2 Special Schools in Gwynedd.

The Authority's Language Policy emphasises Welsh language immersion for 0-7 year old learners, ensuring that they're only assessed in Welsh at the end of the Foundation Phase. In 2018-19, 98.5% of learners were assessed in Welsh as a First Language at the end of the Foundation Phase.

Our current situation regarding the number of reception age/five year old pupils educated through the medium of Welsh.

YEAR	NUMBERS
2021	1127
2022	1105
2023	1019

Where do we want to be within the first 5 years of this Plan, and how do we intend to get there?

We will aim to ensure that 100% of our reception age/five year old learners are educated through the medium of Welsh, be arranging appropriate training to support and assist staff who will require support to enable them to do so. Our main objectives for achieving this are outlined below:

OUR MAIN OBJECTIVES TO ACHIEVE THE OUTCOMES	HOW WE INTEND TO ACHIEVE OUR OUTCOMES
Ensure that each reception age/five year old learner in Gwynedd is educated through the medium of Welsh.	Ensure that schools are aware of the procedure in Gwynedd. GwE/ Arfon Education Officer (DJ)
	Inform the Foundation Phase workforce of immersion education principles so that they can respond to the needs of pupils who are new to the school, and/or new pupils who transfer back to the schools following a period in the Immersion System. Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/Learning and

	<p>Developing Welsh Language Officer, Corporate Support/Arfon Education Officer (DJ) School Staff</p> <p>The schools will build on the foundations created in the nursery period by continuing to develop five year old pupils' grasp of the Welsh language, and start the process of developing their skills in English. Language Charter Co-ordinator/GwE Arfon Education Officer (DJ)</p> <p>Newcomers to the County will receive support from the Immersion Education System, and will develop Welsh skills early. Arfon Education Officer (DJ) Meirion/Dwyfor Education Officer (GapRh)</p> <p>Ensure an appropriate linguistic immersion programme for FPh staff, teachers and teaching assistants. GwE/ Arfon Education Officer (DJ)</p> <p>Ensure that most schools formally start introducing the English language in the last term at the end of the Foundation Phase. GwE/ Arfon Education Officer (DJ)</p> <p>The Welsh language will be the school's official assessment language at the end of the foundation phase. Arfon Education Officer (DJ)</p> <p>Discover the baseline in terms of the situation of the Welsh language in the FPh in order to understand the needs of the learners/workforce in this sector. Respond to those messages and then consistently engage to monitor progress, adapting priorities according to requirements. Arfon Education Officer (DJ)</p> <p>Create a detailed action plan with specific targets, and ensure that it is in place if expectations have slipped. Arfon Education Officer (DJ)</p>
<p>Consider how possible changes to school designations according to their provision will impact the County's commitment to increasing Welsh medium provision in English medium and bilingual/dual stream schools within the County.</p>	<p>Any new plans introduced will be subject to the Language Policy's requirements. Some specific schools will receive specific targets to ensure that they expand their Welsh medium offer in light of implementing the requirements of the Language Designations. Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator Arfon Education Officer (DJ)</p>

<p>Ensure that the requirements of the Language Designations are acted upon, and that robust plans are in place to provide support where needed.</p>	<p>The requirements of the Language Designations will be implemented, and the entire education workforce will be responsible for completing a Language Skills Self-assessment every year to provide an appropriate update and convey progress. Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator Arfon Education Officer (DJ)</p>
<p>Ensure that arrangements for newcomers to Welsh medium education are clearly and effectively communicated with parents and carers.</p>	<p>Ensure opportunities for pupils and parents to understand and discuss the advantages of bilingualism and multilingualism, by acknowledging and using the Welsh language, and explaining the educational, social and cultural advantages in doing so, as well as the advantages in terms of employment and salary. Consistent and clear messages shared with parents about the County's procedures and vision. Review and update the Information for Parents Booklet to reinforce the main messages.</p> <p>Highlight the County's Language Policy in all discussions with parents. Continue to try to inspire our children to make full use of their Welsh language skills in their day to day lives, by explaining the educational, social and cultural advantages of doing so, as well as the advantages in terms of employment and salary. Welsh Language Learning and Development Officer/Arfon Education Officer (DJ)/School headteachers and teachers</p> <p>Aim to change attitudes/maintain healthy attitudes towards the language and the advantages of bilingualism, with each school responsible for introducing and sharing the message regarding how valuable speaking Welsh is, and the advantages of having bilingual proficiency. Language Charter Co-ordinator/Catchment Language Co-ordinators/Arfon Education Officer (DJ)/Mentrau Iaith</p> <p>Outcome 2 Project Board to discuss and report back to the Language Forum. Arfon Education Officer (DJ)/Outcome 2 Project Board 2</p> <p>Ensure that enough attractive and high quality resources are available in different forms and platforms, to respond to FPh needs and to</p>

	promote language patterns and develop the Welsh language in our youngest learners. GwE
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Where do we expect to be at the end of our ten year Plan?

At the end of our ten year Plan, the Service should be able to show an increase in Welsh medium provision, which allows each pupil to develop bilingual proficiency. Newcomers to the County will benefit from an innovative immersion education system, which is flexible and provides contemporary immersion education of the highest standard, while improving their skills in the Welsh language to enable them to succeed and thrive in our schools, becoming bilingually proficient speakers.

Key Data

No prediction beyond 2023/24 is available as births data is unavailable. Note that births are generally lower - with 1,300 births recorded in 2022.

Numbers and % of 5 years old children educated through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
1105		1019							
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	

Outcome 3

More children continuing to improve their Welsh language skills when transferring from one phase of statutory education to another

Where are we now?

The Language Co-ordinators in each Cluster within the County will be held accountable by the Authority's Language Charter Co-ordinator and the Secondary Language Strategy Co-ordinator. The co-ordinator will work as a staff member amongst primary or secondary schools within catchment areas. He or she will encourage and inspire discussions which will ensure collaboration between all schools, ensuring clear lines of communication when making decisions. The Cluster Co-ordinator will attend termly Cluster Meetings, arranged by the Authority. GwE will be present at these meetings, and the Co-ordinator will report back to a contact in each primary and secondary school regarding discussions and decisions. The Cluster Co-ordinator will promote collaboration, in line with the Authority's Welsh in Education Strategic Plan (WESP)'s outcomes.

All of the County's education establishments are expected to reflect and 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 create robust foundations for the Welsh language during the early years, and build on this during the following key stages. We are looking at ways that primary and secondary schools can closely work together to target parents/carers and to promote linguistic progression, and ensure that all staff members who are likely to come into contact with parents are aware of the key messages regarding Welsh medium and bilingual education, as well as linguistic progression, in order to respond to possible questions.

Our current situation involving more children continuing to improve their Welsh language skills when transferring from one phase of statutory education to another.

As a result of the Covid-19 pandemic, no data is available for 2019/20 or 2020/21.

2018-19	Year 9 learners being assessed in Welsh (First Language)	84.5%
2018-19	Foundation Phase Learners acquiring Outcome 5+ in Welsh (teacher assessments)	78.8%
2018-19	KS2 learners acquiring Level 4+ in Welsh First Language (teacher assessments)	86.9%
2018-19	KS3 learners acquiring Level 5+ in Welsh First Language (teacher assessments)	91.9%
2018-19	KS3 learners acquiring Level 5+ in Welsh Second Language (teacher assessments)	77.1%

Where do we want to be within the first 5 years of this Plan, and how do we intend to get there?

We will appropriately plan to ensure that pupils taught bilingually continue to be taught bilingually when transferring from one year group to another. We will work with schools to ensure that pupils follow a linguistic path which is a natural development from one year to the next, and from one key stage to the next, and monitor this carefully. We will discuss and acknowledge jointly with schools the opportunities to increase the Welsh medium provision available, by settings achievable targets which enable them to fulfil the requirements of the school's Language Designation.

OUR MAIN OBJECTIVES TO ACHIEVE THE OUTCOMES	HOW WE INTEND TO ACHIEVE OUR OUTCOMES
<p>Ensure cross-county consistency by ensuring that each pupils who' attained level 3+ in Welsh at the end of KS2 continue with Welsh First Language in Year 7, and are assessed in Welsh as a First Language at the end of KS3, and in doing so, increasing the % assessed in Welsh as a First Language at the end of KS2, positively influencing the % who move on to sit GCSE exams in Welsh as a First Language.</p>	<p>Monitor and ensure consistency across schools in order to ensure an increase in the % of those assessed in Welsh First Language at the end of KS3. Work with specific schools to ensure linguistic progression from KS2 to KS2. Language Co-ordinators/ Secondary Language Strategy Co-ordinators/ Secondary Education Officer (RhPJ)</p>
<p>Increase the percentage of pupils who continue to improve their Welsh language skills when transferring from one phase of their statutory education to another during the first five years of the Plan's implementation (as a half way milestone) and another for the rest of the Plan.</p>	<p>Ensure that pupils receive appropriate support to develop their Welsh language skills. Ensure access to Gwynedd's Immersion Education System, which offers education of the highest standard from year 2 onwards. Appropriate support following this will be available to any pupils who are KS2/KS3 newcomers to the county. Meirion/Dwyfor Education Officer (GApRh) Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)</p>
<p>Increase the percentage of Foundation Phase pupils who attained outcome 5+ for teacher assessments in Welsh (Speech) (Level 2+/Outcome 5+)</p>	<p>Monitor in a detailed and consistent ways in our schools, and set and verify targets on higher outcomes and levels. Language Charter Co-ordinator/ Secondary Language Strategy Co-ordinator/ GwE - Core Primary Consultant/ Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)</p>
<p>Increase the percentage of KS2 pupils who attained level 4+ for teacher assessments in Welsh (Speech)</p>	<p>Analyse data from national reading tests and teacher assessments, and share good practice for teaching, co-teaching, modelling, training, monitoring, preparing and producing resources. Language Charter Co-ordinator/ Secondary Language Strategy Co-ordinator/ GwE - core primary consultant/</p>

	Education Officer (DJ)/Secondary Education Officer (RhPJ)
Increase the percentage of KS3 pupils who attained level 5+ for teacher assessments in Welsh (Speech)	Analyse data from teacher assessments and share good practice for teaching, co-teaching, modelling, training, monitoring, preparing and producing resources. Language Charter Co-ordinator/ Secondary Language Strategy Co-ordinator/ GwE - Seocndary Core Consultant / Education Officer (DJ)/ Secondary Education Officer (RhPJ)
	Ensure that newcomers receive high quality education as part of the County's Immersion Education System, and ensure appropriate support for any pupil who could need the extra push to increase his or her Welsh language skills. Arfon Education Officer (DJ) / Meirion/Dwyfor Education Officer (GapRh)
	Provide a standardised and high quality INSET/CPD programme. Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/ Education Officer (DJ)/ Secondary Education Officer (RhPJ)
	Identify children in schools who might benefit from an extra push to support them to reach the level 5+ threshold. Language Charter Co-ordinator / Secondary Language Strategy Co-ordinator/ GwE - Secondary Core Consultant/ Education Officer (DJ)/ Secondary Education Officer (RhPJ)

Where do we expect to be at the end of our ten year Plan?

Implementing the above steps will evidence an increase against our targets. The increase will be reviewed annually, and will form the basis for further interventions and action to ensure implementation which responds to available evidence. The County's pupils will benefit from an innovative immersion education system, which is flexible and provides contemporary immersive education of the highest standard for learners, whilst increasing their Welsh language skills, enabling them to succeed and thrive in our schools and becoming bilingually proficient speakers.

Key Data

The below data is from 2018/19 as more recent data is unavaible. Maintaining the below standards will be a priority.

Numbers and % of learners who continue to improve their Welsh language skills when transferring from one phase of statutory education to another

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
FPh/KS2	98.3%								
KS2/KS3	86.9%								
KS3/KS4	84.5%								
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	

OUTCOME 3: SECONDARY LANGUAGE STRATEGY ACTION PLAN

Strengthen transition from primary to secondary to ensure purposeful progression to the Language Charter's work.	Pilot a transition scheme with years 5 and 6 in primary schools. Work on a plan with the Welsh Department in Secondary Schools to promote progression from one Key State to the next. Undertake research to see what causes problems, and why some wish to take 'Second Language' after transferring. Use the collected data as a basis to form an action plan which targets that, and is a way to measure any increase or side effects.
Welsh Language Progression	Consider the exact role of the Strategy Co-ordinator in the process of monitoring this and how can that be effectively undertaken? Need to look at the data and target where required. Is this more 'curricular' than informal use as is part of the Strategy? Need clarity on this.
Promote the Welsh language in a positive way.	Consider how collaboration with the Language Charter can be ensured to promote the image of the Welsh language - target years 4, 5 and 6? Think about marketing the language in a way which influences pupils and is rooted and sustained after going to Secondary school. Hold focus groups with groups in schools to hear their opinions and act on them. Consider holding an event to renew interest and inspire interest once again.

OUTCOME 3: LANGUAGE CHARTER ACTION PLAN

<p>Upskill the workforce while increasing pupils' skills to use and develop their oracy skills across the school.</p>	<p>Share information/an overview of the county's expectations/national intentions/Estyn's requirements regarding the Welsh language in a PowerPoint presentation. Ensure training to upskill the workforce and an effective immersion methodology to use and develop their oracy skills etc. (Perhaps a 'live' or recorded message from Dyfrig Ellis AEM, regarding Estyn's direction on Welsh speech would be a powerful message to share with headteachers? The message could then be put on the HWB to remind staff in future)</p>
<p>Collect and analyse data regarding language use and Welsh speech skills.</p>	<p>Headteachers commit to implementing a speech development plan. Schools acknowledge their linguistic landscape by collecting data from the <i>gwe iaith</i> questionnaires</p>
<p>Upskill the workforce and support implementation by ensuring appropriate resources.</p>	<p>Upskill the workforce so that they can implement effective immersion methodology techniques (hold a session for the entire schools workforce on implementing the speech development plan)</p>
<p>Share experiences and effective practices and track the impact of any implementation.</p>	<p>Timetable and implement the speech development plan - pilot schools share their experiences and effective practices and ensure that all the school's staff are involved (two virtual sessions for the schools' language co-ordinators)</p> <p>Track the impact of implementation and share the best practice in a meeting between the primary/secondary Language Co-ordinators. Share their experiences and discuss the most effective way of tracking impact and sharing best practice. Feedback on catchment implementation each term - primary/secondary etc.</p>
<p>Ensure contact between primary/secondary schools and sharing of best practice.</p>	<p>A session to maintain momentum - this session would be held to share new ideas and share best/most effective practices between all the County's schools - primary/secondary contact</p>

Outcome 4

More pupils studying Welsh qualifications (as a subject) and subjects through the medium of Welsh

Where are we now?

Support is ensured for newcomers to develop their Welsh language skills and proficiency, including studying Welsh qualifications (as a subject) and subjects through the medium of Welsh. All pupils who have attained a strong level 3 at the end of KS2 are expected to follow the Welsh Studying Programme [First Language] in order to ensure adequate progression and continuation. As well as this, it is necessary to ensure that each pupil studies Welsh as a subject up to the end of Y11, and sits appropriate external tests and exams at the end of KS3 and KS4.

Our current situation regarding more learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh:

As a result of the Covid-19 pandemic, no data is available for 2019/20 or 2020/21.

2018/19	Learners registered for GCSE Welsh (First Language) and registered for at least two further qualifications through the medium of Welsh.	78.1%
2018/19	Learners registered for GCSE Welsh (First Language) and registered for at least five further qualifications for level 1 or level 2 through the medium of Welsh.	64.2%
2018/19	Learners at the end of Key Stage 4 who achieved grades A*-C in GCSE Welsh (First Language)	70.7%

Where do we want to be within the first 5 years of this Plan, and how do we intend to get there?

There will be an increase in the number of learners registered to sit GCSE Welsh (First Language) and registered for at least two other qualifications through the medium of Welsh; an increase in the number of learners registered for GCSE Welsh (First Language) and registered for at least five other qualifications at level 1 or level 2 through the medium of Welsh; and an increase in the number of learners who achieved grades A*-C in GCSE Welsh (First Language) at the end of Key Stage 4. Each school will respond to targets to achieve the increase, and appropriate maintenance will be offered and consistently monitored in order to enable them to achieve the increase.

OUR MAIN OBJECTIVES TO ACHIEVE THE OUTCOMES	HOW WE INTEND TO ACHIEVE OUR OUTCOMES
Further increase the percentage of pupils who continue to study their subjects in Welsh or bilingually at KS4 up to sitting external examinations	<p>Ensure that all schools respond the requirements of the Learning and Skills Measure and have taken advantage of collaborative partnerships. Ensure that teaching staff complete a Language Skills Questionnaire every year, at the beginning of each school year to update the data in order to plan training and appropriate support to realise this.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)</p>
	<p>Continue to try to improve and raise standards in Welsh. Each secondary school will be expected to use the language cohorts to plan linguistically for using the Welsh language as a learning medium.</p> <p>Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)</p>
Ensure that Collaborative Occupational Courses funded through the 14-19 Network grant are available in Welsh/bilingually [including any courses in Colleges]	<p>Promote the development of bilingual education as one of the main strategic priorities of the 14-19 Network, ensuring appropriate linguistic progression as a core element of the Network’s collaborative groups’ remits.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)</p>
	<p>Each 14-16 course funded through the grant will be expected to be available bilingually.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)</p>
	<p>Prioritise continuing to develop interactive bilingual e-learning resources through the 14-19 Network’s e-learning team’s work, which is funded through the 14-19 grant.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator / Secondary Education Officer (RhPJ)</p>
	<p>Work with main stakeholders to ensure that the offer allows access to bilingual provision across subjects and the Welsh Baccaulaureate at KS4.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)</p>
Ensure that the Partnership Groups and the 14-19 Network’s Quality Sub-group monitor linguistic progression in the courses provided.	<p>Lead on the work of Post-16 strategic planning in the context of the 16+ Learning Partnership’s Transformation Agenda. Identifying the likely impact of a collaborative model for Welsh medium/bilingual provision will be one of the main work streams.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Education Officer (RhPJ)</p>

	<p>Pay attention to identifying the main factors which influence choice of learning medium at 16+.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Education Officer (RhPJ)</p>								
	<p>Monitor data from registrations for external examinations through the medium of Welsh in all establishments (including Occupational partnership courses in Colleges) and set Progress Targets for all establishments / partnership courses.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Education Officer (RhPJ)</p>								
Monitor the language medium of KS4 and KS5 learners' studies.	<p>Support secondary schools to increase the number of qualifications learners can study through the medium of Welsh.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)</p>								
	<p>Work with the schools' Welsh Departments, aiming to decrease the numbers who do not take Welsh as a first language and/or second language, in order to ensure that no pupil leaves school at 16 years old without a recognised qualification in Welsh.</p> <p>Gwynedd and Anglesey Post-16 Education Education Co-ordinator/Secondary Education Officer (RhPJ)</p>								
Support the schools' Language Departments to support pupils to develop their Welsh language skills	<p>Work together to support the development of Welsh language skills to ensure that each pupil respects all languages and has an understanding of language.</p> <p>Ensure that the Secondary Language Startegy's Vision is clear to see within departments when implementing expectations for pupils to follow a Welsh First Language programme, which is an effective progression from one key stage to the next.</p> <p>Ensure curricular experiences which deveop, show progress and continuation from one Key Stage to the next.</p> <p>Ensure effective support for parents through promoting the advantages of bilingual education, and create a stron link with the community, in order to present the Welsh language in a constructive, positive and welcoming way.</p> <p>Secondary Language Strategy Officer/Welsh Language Learning and Development Officer, Corporate Support/ Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)/ School Staff</p>								
Increase the percentage of KS4 pupils who achieve grades A*-C in GCSE Welsh	<p>Monitor the percentage of pupils at the end of Key Stage 4 who achieve grades A* to C in GCSE Welsh First Language and set targets for schools:</p> <table border="1" data-bbox="724 1800 1347 1980"> <thead> <tr> <th>Current situation</th> <th>2018/2019</th> <th>2019/2020</th> <th>2020/2021</th> </tr> </thead> <tbody> <tr> <td>76.3%</td> <td>78.1%</td> <td>79%</td> <td>NO AVAILABLE DATA</td> </tr> </tbody> </table>	Current situation	2018/2019	2019/2020	2020/2021	76.3%	78.1%	79%	NO AVAILABLE DATA
Current situation	2018/2019	2019/2020	2020/2021						
76.3%	78.1%	79%	NO AVAILABLE DATA						

	Secondary Language Strategy Co-ordinator/GwE Consultants/ Secondary Education Officer (RhPJ)
Work with schools to ensure that the Welsh language is offered as an A Level subject in Schools supporting schools to maintain smaller classes if needed in order to safeguard the subject	Work with schools to promote the advantages of studying Welsh as a subject to pupils and parents/carers Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)
	Use content from campaigns on different platforms to encourage more to consider Welsh as an A Level subject. Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)
	Try to encourage pupils to continue with Welsh up to A Level, by emphasising the advantages of the Welsh language as a subject to study after GCSEs. Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)
	Try to make the subject appealing and relevant to pupils - by ensuring various learning and teaching methods and making effective use of relevant resources in schools. Secondary Language Strategy Co-ordinator/ Secondary Education Officer (RhPJ)
Ensure that no pupil leaves school without a recognised qualification in Welsh	Monitor school registrations, and provide suitable aftercare in order to support latecomers to maintain their skills in schools, and monitor school registrations. Secondary Language Strategy Co-ordinator/ GwE Consultants/ Secondary Education Officer (RhPJ)
OUTCOME 4: SECONDARY LANGUAGE STRATEGY ACTION PLAN	
Strengthen transition and ensure linguistic progression:	Work together on a transition scheme, similar to the scheme noted in outcome 3, by focussing on years 8 and 9. Focus Groups to discover their concerns/difficulties. Consider how to strengthen the message on the advantages of bilingualism. Consider if there's a way to strengthen the link with homes. Work with specific departments in schools that could need assistance to support their Welsh medium teaching. Training needs - what training is required, and monitor the outcomes of any training undertaken. Provide clarity on the Authority's expectations regarding setting targets for schools on implementing the County's Language Policy.
Occupational Courses	Establish and maintain partnership with Providers. Monitor the linguistic provision, establish a service contract which is in line with the County's Language Policy. Clarity in terms of what the

	provision is to be communicated clearly with parents and pupils.
Welsh (A Level)	National agenda - how is this relevant to Gwynedd? Need to raise awareness and market the subject. Once again, listen to the Pupil Voice in terms of what appeals to them and what doesn't, and consider how to act on that.

Where do we expect to be at the end of our ten year Plan?

We will aim to restore and maintain standards by targeting the specific needs identified, and will track the impact of implementation in order to comply with the County's Language Policy aims. The positive influence of the County's Immersion Education System will be rooted in this, and a positive impact will be clear to see on pupils' progression. There will be a clear increase in the numbers of pupils studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh.

Key Data

It is clear that the size of the cohort studying Welsh First Language is significantly higher in Gwynedd. The below data is from 2018/19 as more recent data is unavailable. Maintaining the below standards will be prioritised, and targets will be established following discussions with schools.

% of pupils (Welsh First Language) at the end of KS4 who achieve grades A*- C in GCSE Welsh First Language	
2019 PERFORMANCE	70.7%

% of pupils (Second Language) at the end of KS4 who achieve grades A* - C in GCSE Second Language Welsh (Long Course)	
2019 PERFORMANCE	97.7%

Numbers and % of pupils studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

The main objectives of the Language Charter and the Secondary Language Strategy are achieved by:

- supporting the development of skills to be able to use the Welsh language
- immersing pupils in positive attitudes regarding the Welsh language
- offering opportunities to use Welsh in a range of situations
- creating a desire to want to use Welsh

The commitment and ownership of the leadership team in each school is strongly in favour of it, and they have high expectations in terms of its implementation. Schools' staffing structures note a clear responsibility and accountability for implementing various aspects of school life in Welsh, in partnership with the broader community in order to ensure full ownership of the language.

Each school carefully plans to offer formal and informal opportunities for the pupils to use Welsh in social contexts. Each opportunity is supported for students to use or practice Welsh, and they are supported to realise that there is a rich social and cultural world in Welsh. Data from the workforce's Welsh Language Self-assessment is used to ensure that any training needs are met in order to support pupils' oracy skills.

The *Gwe Iaith* will be completed twice during a school year. The data will be used to discover a baseline of learners' linguistic patterns and practices within and outside school walls. The data regarding their attitudes and their confidence in using Welsh will be used for future action steps. It was not possible to complete the *Gwe Iaith* due to lockdown. It was not possible to use the *gwe*'s results to measure the impact of the year's interventions on the learners' social use of Welsh, as the questions in the *gwe iaith* involve formal and informal situations for pupils in schools. As a result, the data for 2019-2020 is incomplete.

In light of the Lockdown, it was not possible to implement the schools' self-evaluations' commitments in response to the Language Charter and the Secondary Language Strategy. Through financial support from Welsh Government via the regional consortia, interventions were co-planned on a cluster level (primary and secondary) to strengthen the pupils' social use of Welsh, as well as to respond to the language skills needs of the education workforce. Some clusters succeeded in implementing their plans as intended, but it was not possible across each cluster across the County.

The Language Charter and Secondary Language Strategy Co-ordinators' support was diverted to creating educational resources to support the Welsh language on a county, regional and national level, mainly concentrating on promoting their Oracy skills. A freelance consultant was commissioned to create video clips for the Foundation Phase as

a resource to encourage the use of the learners' speaking skills (especially from non-Welsh speaking homes).

Financial support from Welsh Government via the regional consortia will enable schools to co-plan interventions on a cluster level (primary and secondary) in order to strengthen the pupils' social use of Welsh, as well as respond to the education workforce's language skills. The schools will try to ensure that their plans seek to respond to the Welsh language's situation in light of Lockdown.

In light of the Covid-19 pandemic, no qualitative data is available to be included here. We will use the data from the *Gwe Iaith* results to measure progress in terms of our pupils' use of Welsh.

Where do we want to be within the first 5 years of this Plan, and how do we intend to get there?

See our action plan below:

OUR MAIN OBJECTIVES TO ACHIEVE THE OUTCOMES	HOW WE INTEND TO ACHIEVE OUR OUTCOMES
Continue with the work of the Language Charter and the Language Strategy to lead to further progress in pupils' social and curricular use of Welsh.	Develop further the role of the Language Charter and the Language Strategy, ensuring that relevant messages and information regarding meeting their requirements and effectively implemented in schools. <i>Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/ Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)</i>
	<p>Hold termly meetings to share the most recent information with the language co-ordinators and encourage the primary schools to use resources available on the Language Charter website and <i>Seren a Sbarc</i> channels. <i>Language Charter Co-ordinator/Arfon Education Officer(DJ)</i></p> <p>Further promote the value, advantages and usefulness of bilingualism in order to strengthen pupils' motivation to develop into individuals who are fluent in both languages. <i>Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/ Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)</i></p> <p>Promote children and young people's social use of Welsh in school and in the community. <i>Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/ Arfon Education Officer (DJ)/Secondary Education Officer (RhPJ)</i> <i>Hunaniaith</i> <i>Live Well</i> <i>Urdd</i> <i>Young Farmers</i></p>

	<p>Youth Service</p> <p>Map the current provision available for school age children to use their Welsh language skills outside the classroom and school by working in partnership with youth services such as the Urdd and Menter Iaith.</p> <p>Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/ Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)</p> <p>Stakeholder - see above</p>
Language Council in place in each school who are clear of their roles and responsibilities.	<p>Ensure that the pupil voice is central to plans to promote social use of Welsh.</p> <p>Use data from the <i>Gwe Iaith</i> as a baseline when agreeing on action steps.</p> <p>Develop the role of leaders and language ambassadors in schools with specific expectations.</p> <p>Hold and promote Welsh cultural events in school.</p> <p>Co-plan to popularise Welsh as a medium on social media.</p> <p>Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/ Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)</p> <p>School Staff</p>
Activities arranged to promote Welsh in the Foundation Phase.	<p>Arrange a timetable of activities to promote the language and to inspire excitement regarding the Welsh language in Education in the FPh.</p> <p>Language Co-ordinators/Mentrau Iaith/Corporate Support/ Language Charter Co-ordinator/Arfon Education Officer (DJ)</p>
Take advantage of opportunities in primary and secondary schools to collaborate with external agencies to promote the use of the Welsh language.	<p>Work with external/national agencies to promote sports and arts opportunities through the medium of Welsh.</p> <p>Primary Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator</p>

OUTCOME 5: SECONDARY LANGUAGE STRATEGY ACTION PLAN

Strengthen the role of the Language Co-ordinators.	Ensure that there's a clear structure for the role of the Language Co-ordinators to ensure a programme of specific events, relating to the WESP's outcomes. Good practice to be shared amongst catchment areas – need more accountability and a clear structure when planning for expenditure of any possible grant from the Government. That would avoid planning without a clear vision and purpose.
Strengthen the Pupil Voice	What exactly do they feel they can influence? Encourage collaboration between schools within the County – in order to share good practice and create links which will promote the use of the language. Consider whether

	there's scope to extend beyond County lines? How?
The role of Language Ambassadors	Re-establish and strengthen a system of Language Ambassadors in schools. A status for the role, just like the Officers' status. Listen to ideas from pupils to see how this could look - what model would be best? Create a sense of responsibility for the language and to influence younger pupils. Examine the possibility of working with primary school? Certainly potential for that.
OUTCOME 5: LANGUAGE CHARTER ACTION PLAN	
Promote catchmental collaboration and planning in order to expand access to Welsh medium and Welsh culture. Nurture enjoyment in activities through the medium of Welsh	Promote positive attitudes towards using and enjoying the Welsh language - consider holding workshops, creating podcasts; workshops on creating film clips, radio programmes, catchmental blogging activities; Good Energy Schemen - promote Welsh language music online with special videos for shcool pupils, music workshops, ukelele or composition, virtual acting, script-writing, role playing sessions.
Strengthen the relationship of informal collaboration and discussion between primary/secondary schools	Identify how pupils' language can influence each other Strenghten the relationship of primary/secondary collaboration e.g. holding virtual contact meetings/face to face meetings, to establish the practice of using Welsh informally for year 6 and 7 pupils. Reinforce ICT skills. Establish a practice of holding 'Gwefeillio' meetings between year 6 and 7 pupils in order to establish a pattern of informal conversation through the medium of Welsh before pupils transfer from primary to secondary.
Promote positive attitudes towards using Welsh	Hold workshops with primary and secondary school staff and pupils with Mererid Hopwood and Dr Enlli Thomas (the importance of bilingualism) in order to;

	<ul style="list-style-type: none"> • Raise awareness of the importance of speaking Welsh and the advantages of being bilingual in a multilingual world. • Aim for holding bilingual conversations • Pupils to respond to the <i>Gwe Iaith</i> data and think about ways of sharing messages and increasing the use of Welsh.
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Where do we expect to be at the end of our ten year Plan?

The main objectives of the Language Charter and the Secondary Language Strategy will be core and a central part of each school’s Development Plans. There will be robust commitment and ownership of them, as well as high expectations in terms of their implementation. Schools’ staffing structures will note clear responsibility and accountability for implementing different aspects of school life regarding the Welsh language, in partnership with the broader community in order to ensure their full ownership of it. Opportunities to use the language will be clearly mapped, and the workforce and pupils will be confident in terms of their ability and desire to use the language in each situation. The data collected from the *Gwe Iaith* will be used as a planning tool for further action. The County’s pupils will benefit from an innovative immersion education system, which is flexible and provides contemporary immersive education of the highest standard for learners, whilst improving their Welsh language skills and enabling them to succeed and thrive in our schools, becoming bilingually proficient speakers.

Key Data

The data for this section will be populated in due course, including: *Gwe Iaith* data, data from organisations and agencies that work with and provide various opportunities for children and young people to use the Welsh language e.g. Urdd, Menter Iaith Bangor activities, Hunaniaith, Youth Clubs, YFC, drama clubs, sports clubs etc, volunteer data e.g. volunteers involved with gardening clubs, sports, reading etc, data from Mudiad Meithrin, Flying Start, subject medium statistics/percentages.

Increasing opportunities for learners to use Welsh in different contexts in school									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	

Outcome 6

Increasing Welsh medium provision for pupils with additional learning needs (“ALN”) (in line with the duties noted in the Additional Learning Needs and the Education Tribunal (Wales) Act 2018)

Where are we now?

Each pupil with additional learning needs (ALN) has access to Welsh medium services in Gwynedd. Welsh medium and bilingual provisions and services are available for the entire range and all various Additional Learning Needs.

Under ALN Legislation (2018), which will come to power in September 2021, we have a duty to ensure that learners can access additional learning provision through the medium of Welsh.

Each member of staff within the ALN Service and CH can provide bilingually. The language medium of input depends on individuals’ learning needs.

Where do we want to be within the first 5 years of this Plan, and how do we intend to get there?

OUR MAIN OBJECTIVES TO ACHIEVE THE OUTCOMES	HOW WE INTEND TO ACHIEVE OUR OUTCOMES
Continue to provide education for pupils with additional learning needs through the medium of Welsh, and bilingually, during each step of the educational journey.	Each pupil with additional learning needs continues to have access to Welsh medium services in Gwynedd. Assistant Head of Special Educational Needs and Inclusion (FfEE)
	Assess the size and ability of the Welsh medium ALN workforce, using results to appropriately plan the workforce. Assistant Head of Special Educational Needs and Inclusion (FfEE)
	Act on holding annual reviews of ALN and Inclusion services if gaps appear in the Welsh medium provision. Assistant Head of Special Educational Needs and Inclusion (FfEE)
	Monitor, assess the need and plan around children and young people’s needs, as well as their families, and continue to ensure access to services which are completely bilingual. Assistant Head of Special Educational Needs and Inclusion (FfEE)
	Consider any reasonable requests for help and support from other counties in the region who face difficulties in terms of their Welsh medium provision. Assistant Head of Special Educational Needs and Inclusion (FfEE)

<p>Plan around the needs of children and young people, and their families.</p>	<p>Engage with parents/carers in order to ensure that they understand the provision and the support available through the medium of Welsh. Assistant Head of Special Educational Needs and Inclusion (FfEE)</p>
	<p>Examine the learning resources needed at present if they are not available within the LEA in order to support ALN learners, as well as look at the way that resources are shared internally and regionally. Assistant Head of Special Educational Needs and Inclusion (FfEE)</p>
<p>Implement the Gwynedd and Anglesey ALN and Inclusion Strategy.</p>	<p>Use findings of reviews held under section 63 of the Additional Learning Needs and the Education Tribunal (Wales) Act 2018 in order to improve provision for individuals with additional learning needs, and to plan the workforce within the ALN sector. Assistant Head of Special Educational Needs and Inclusion (FfEE)</p>
<p>Where do we expect to be at the end of our ten year Plan?</p>	
<p>See the County's ALN Action Plans.</p>	

Outcome 7

Increasing the number of teaching staff who can teach Welsh (as a subject) and through the medium of Welsh

Where are we now?

The education workforce (teachers, teaching assistants, kitchen assistants) are expected to update the Language Skills Questionnaire every year at the beginning of the school year in order to ensure that the data is up to date, and to allow for appropriate planning, training and support which will enable them to teach Welsh (as a subject) and through the medium of Welsh. The requirements of the Language Designations will be implemented in the recruitment process, and targets will be monitored to ensure an increase in number. In light of the Skills Audit with our schools' workforce which was held across the North Region in 2017-18, detailed work has been undertaken to examine the Audit's findings, and to consider what linguistic training and support is needed for our schools workforce. During 2018-19, the following training was held:

- Language Refresher: Ysgol Glan y Môr, Pwllheli
- Language Refresher: Ysgol Syr Hugh Owen, Caernarfon
- Continuation of the pilot scheme to develop language skills amongst the Ysgol Friars and Ysgol Uwchradd Tywyn workforce.

Where do we want to be within the first 5 years of this Plan, and how do we intend to get there?

Byddwn yn defnyddio canlyniadau Holiadur Iaith y Gweithlu er mwyn cynllunio cefnogaeth briodol ac yn monitro cynnydd unrhyw gynlluniau a weithredir.

OUR MAIN OBJECTIVES TO ACHIEVE THE OUTCOMES	HOW WE INTEND TO ACHIEVE OUR OUTCOMES
Use data from the Workforce Annual Census to guide workforce planning work and to estimate how many teachers will be needed in future based on predictions.	Clear awareness of the number of vacant posts within the Authority's schools, according to types of schools, and consider what the trends are in terms of vacant posts. GwE/Welsh Government/LA
	Clear awareness of the number of teachers and headteachers needed according to types of schools (and subject if relevant) based on the current situation in order to meet targets. GwE/Welsh Government/LA
Collaborate with regional consortia and the National Academy for Academic Leadership in order to ensure an adequate supply of headteachers for the Welsh medium sector.	State that it is mandatory for post holders to be able to communicate through the medium of Welsh and English appropriate to the post's level when advertising posts. Head of Education (GJ)
	Commit to nurturing leadership inclusion y encouraging and supporting each practitioner to develop his or her own leadership potential, and the potential of other practitioners, whilst

	<p>encouraging staff to take advantage of these effective CPD opportunities. GwE/Arfon Education Officer (DJ)/Secondary Education Officer (RhPJ)</p>
	<p>School governors understand the linguistic requirements of posts being advertised, and are aware of the implications of being unable to appoint according to the post's linguistic requirements. Assistant Resources Officer, Education (BMJ)/ Arfon Education Officer (DJ)/Secondary Education Officer (RhPJ)</p>
<p>Work with regional consortia and initial education providers to teachers, in order to ensure an adequate supply of Welsh medium teachers.</p>	<p>State that it is mandatory for post holders to be able to communicate through the medium of Welsh and English appropriate to the post's level when advertising posts. GwE/Arfon Education Officer (DJ)</p>
<p>In collaboration with regional consortia, help teachers and support workers to improve their Welsh language skills by using courses such as the Sabbatical Scheme and post-care planning for individuals at the end of a course.</p>	<p>Clear awareness of how many teaching support workers are needed within the Authority, and ensure that support is available to maintain those workers' Welsh language skills. GwE/Welsh Language Learning and Development Officer, Corporate Support/Head of Education (GJ)</p>
	<p>Ensure that staff who need to increase and improve their language skills are encouraged and supported to develop bilingual skills up to teaching standard. Head of Education (GJ)/ GwE/ Welsh Language Learning and Development Officer, Corporate Support</p>
	<p>Share information about the courses available for teachers, trainers, lecturers and classroom assistants who want to improve their Welsh language skills and gain confidence. Head of Education (GJ)/ GwE/ Welsh Language Learning and Development Officer, Corporate Support</p>
	<p>Hold discussions on the best way to develop and refresh education practitioners' language skills, first language and second language, in order for them to feel confident to teach and administer through the medium of Welsh. GwE/ Welsh Language Learning and Development Officer, Corporate Support/Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator</p>
	<p>Continue to work closely with Bangor University in order to ensure that the</p>

	<p>Sabbatical Scheme is used strategically to meet schools' needs. GwE</p> <p>Encourage more teachers and classroom assistants to take advantage of available opportunities to refresh their communication skills in Welsh via 'Welsh for Adults' provision provided directly by the Council. GwE/Welsh Language Learning and Development Officer, Corporate Support/Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator</p> <p>Hold and promote CPD which supports training for secondary teachers in bilingual learning and teaching methodologies, by taking advantage of good practice which is already at work in many schools, and current research in doing so. GwE/Welsh Language Learning and Development Officer, Corporate Support/Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator</p> <p>Develop training for assistants and teachers by holding collaborative workshops on developing rich and extended Oracy opportunities in Foundation Phase classrooms. GwE/ Welsh Language Learning and Development Officer, Corporate Support/Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator</p>
<p>Support the schools' workforce to develop and refresh their Welsh language skills, as well as their ability to learn and teach in Welsh and bilingually.</p>	<p>Ensure that the workforce have robust expectations and a sense of pride in the school's success in terms of implementing the Strategy. Provide relevant training which responds to specific needs and supports staff to develop and increase their confidence in using Welsh. Support the workforce to present subjects increasingly and more effectively through the medium of Welsh and to effectively provide for pupils who are Welsh learners. Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/Welsh Language Learning and Development Officer, Corporate Support/ Arfon Education Officer (DJ)/ Secondary Education Officer (RhPJ)/School Staff</p>

	<p>Provide training on immersion education for the county's educators, to enable them to meet the needs of newcomers to schools, and/or newcomers who are transferring back to schools after a period in the Immersion System.</p> <p>Language Charter Co-ordinator/Secondary Language Strategy Co-ordinator/Welsh Language Learning and Development Officer, Corporate Support/ Arfon Education Officer (DJ) / Secondary Education Officer (RhPJ)/School Staff</p>
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OUTCOME 7: SECONDARY LANGUAGE STRATEGY ACTION PLAN	
Training needs	Use the Language Skills Audit data - identify needs and plan to meet those needs.

Where do we expect to be at the end of our ten year Plan?

We will work with the council's departments on the Language Designations project. We intend to strengthen their use to identify Gwynedd's Education Workforce's linguistic needs, by implementing appropriate plans to respond to said identified needs.

How we intend to work with others to achieve our vision

GWYNEDD LANGUAGE FORUM TERMS OF REFERENCE

PURPOSE:

Oversee all aspects of the WESP, ensuring suitable commissioning, progress on action steps and outcomes, and coordination of action in order to achieve the outcomes as a whole. This will include:

- Oversee all outcomes
- Providing guidance and general advice on all outcomes
- Briefing and challenging progress on action steps
- Commissioning work from other Project Boards and services
- Authorising any significant changes to an individual outcome or the WESP as a whole
- Considering any external restrictions on outcomes or the WESP as a whole
- Identifying and removing any internal or external barriers to an individual outcome or the WESP as a whole.

MEETING FREQUENCY:

The Programme Board will meet on a quarterly basis. Should matters arise which need to be referred from individual project boards, it will be possible to arrange additional meetings as required.

ROLE:

The Programme Board is authorised to work within time, funding and quality restraints to ensure that all individual outcomes, and the WESP as a whole, are achieved.

The Programme Board is expected to mitigate any risks that arise, as well as monitor performance and progress in terms of the individual outcomes and the WESP as a whole.

The Programme Board will implement an appropriate governance framework to support the WESP, in order to achieve the expected outcomes.

DOCUMENTATION:

The relevant documentation for members' attention will be shared around a week beforehand. Documentation will be sent electronically, and a hard copy will be available as required.

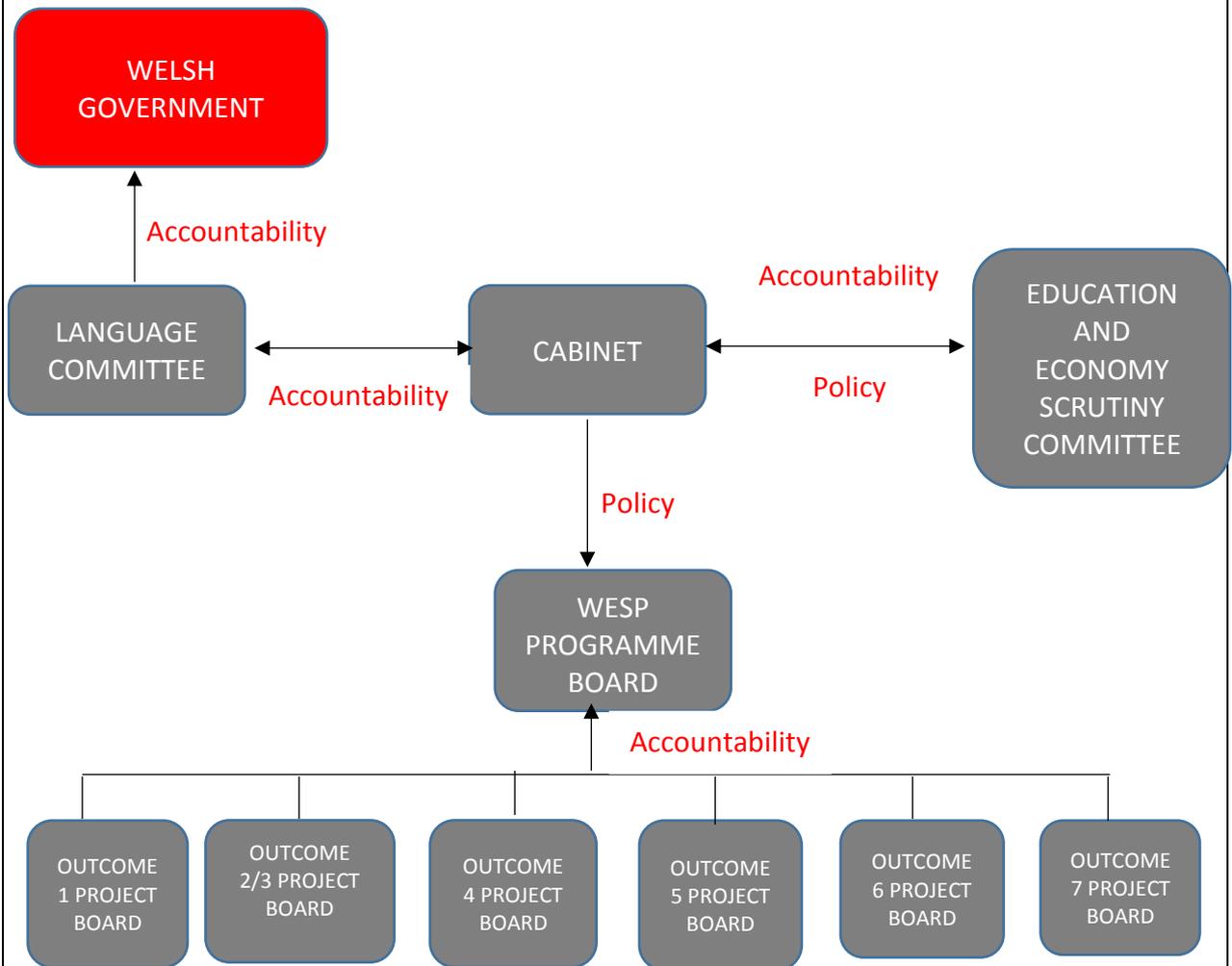
REPORTING ARRANGEMENTS:

It is expected that the output of Board meetings are recorded and kept as part of the WESP documentation. The documentation from Programme Board meetings and the outputs will contribute to forming the Education Department's Annual Plan on WESP implementation. The WESP Annual Report will be put to the Language Committee before being submitted to Welsh Government.

TIMELINE:

The Programme Board will last for the WESP's duration, which is 10 years. The Terms of Reference will be reviewed bi-annually, or occasionally as required.

WESP PROSPECTIVE STRUCTURE



GWYNEDD LANGUAGE FORUM MEMBERSHIP

GWYNEDD LANGUAGE FORUM (PROGRAMME BOARD)

Membership:

Garem Jackson (Chair)

Debbie Anne Jones (Deputy Chair)

Cemlyn Rees Williams

Nia Jeffreys

Cai Larsen

Gwern ap Rhisiart

Diane Jones

Diane Jones

Rhian Parry Jones

Hunaniaith Representative

Ffion Edwards Ellis

Rhian Parry Jones

Head of Education

Education Corporate Services Manager

Cabinet Member for Education

Cabinet Member for Corporate Support (Language)

Language Committee

WESP Outcome 1 Lead

WESP Outcome 2 Lead

WESP Outcome 3 Lead

WESP Outcome 4 Lead

WESP Outcome 5 Lead

WESP Outcome 6 Lead

WESP Outcome 7 Lead