CBAC WJEC

National Welsh and Welsh Medium Continuing Professional Development Programmes

Developing Welsh in English Medium Secondary Schools

[Placeholder page]

Inside front cover to remain blank,
CD wallet will be glued below.

National Welsh and Welsh Medium Continuing Professional Development Programmes

Developing Welsh in English Medium Secondary Schools

First published January 2011

© WJEC

Published by WJEC
245 Western Avenue, Cardiff CF5 2YX

WJEC/CBAC is a registered charity limited by guarantee and managed by the local authorities of Wales.

ISBN 978 1 86085 668 6
Argraffwyd gan …..

Acknowledgements

Gratitude is expressed to the following for their willing assistance

Gwent LAs: Blaenau Gwent/Newport/Monmouthshire/Torfaen
Wrexham LA
ESIS
Estyn
S4C
Yr Urdd
Olchfa High School, Swansea
Bishop Hedley Catholic High School, Merthyr Tydfil
Ysgol Bryn Elian, Old Colwyn, Conwy.

Gratitude is expressed to the Welsh Assembly Government and Welsh local authorities for their support.

Consultative Working Group

Vanessa Brown
Claire Blackford
Meryl Hendry
Rhian Parry Jones
Jane Nicholas
Elen Roberts
Richard Roberts
Tina Thomas

Contents

Introduction

page 5 Developing Welsh: the Welsh Assembly Government's aspirations

page 6 Questionnaire: Where are we now?

page 8 Secondary school inspections

Case Studies

page 11 Ysgol Bryn Elian, Old Colwyn, Conwy

page 13 Olchfa Comprehensive School, Swansea

page 15 Bishop Hedley Catholic High School, Merthyr Tydfil

Development

page 20 Exemplar policy on 'Developing Welsh'

page 21 Developing Welsh at local authority level

page 22 Action plan

page 23 Other agencies/Useful contacts

page 26 Everyday Welsh: language grids

Introduction

This pack provides guidance to head teachers and governing bodies of English medium secondary schools, special schools and pupil referral units (*PRUs*) in Wales to help them respond to the Welsh Assembly Government's aspirations to develop Welsh in schools.

Developing Welsh is the responsibility of school management teams.

The pack echoes the philosophy expressed in the *Schools Effectiveness Framework* (WAG, 2008) in that is provides examples of good practice both in the classroom and at local authority level. These examples of good practice will be disseminated nationally by means of this pack, which will be sent to all English medium secondary schools in Wales.

The *PowerPoint* on the CD that accompanies this booklet includes elements of: *Developing Welsh in English Medium Primary Schools* (WJEC, 2010), and reference is made to various Welsh Assembly Government documents and to the *Guidance for the inspection of secondary schools* (Estyn, 2010).

The pack also provides:

- a questionnaire to be used by schools to find out where they are in terms of developing Welsh
- grids of language items for everyday use
- a exemplar policy on developing Welsh
- case studies
- a CD that includes:
  - a film of a Year 10 music lesson and an interview with a teacher and pupils who are successfully developing Welsh in their school
  - audio files to help teachers pronounce the language provided in the grids
  - a *PowerPoint* presentation that could be used in whole school or LA based training courses
  - part of a corresponding pack prepared by the WJEC for the primary sector
- a list of bodies/organisations that can offer advice and assistance to schools.

Note: *For best performance please drag the PowerPoint folder from the CD to your PC's hard drive or desktop. Open the folder and double click on the 'Developing Welsh' icon to begin the PowerPoint presentation.*

This pack will also be published on the NGfL Cymru website:

www.gcadcymru.org.uk

We intend to provide further examples of good practice and evidence to measure the impact of the publication on standards on the NGfL website in the near future. Schools will be informed of these developments.

Richard Roberts
National Professional Development Officer

The Welsh Assembly Government's Aspirations

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

The Welsh Assembly Government (wales.gov.uk) is committed to supporting and promoting the Welsh language. It's aspirations are outlined in publications such as:

Our Language: Its Future (Policy Review of the Welsh Language) 2002

"In a truly bilingual Wales both Welsh and English will flourish and will be treated as equal. A bilingual Wales means a country where people can choose to live their lives through the medium of either or both languages; a country where the presence of two national languages, and of various other languages and cultures, is a source of pride and strength to us all."

Iaith Pawb (2003)

"The Welsh Assembly Government believes that the Welsh language is an integral part of our national identity. The Welsh language is an essential and enduring component in the history, culture and social fabric of our nation. We must respect that inheritance and work to ensure that it is not lost for future generations."

School Effectiveness Framework (2008)

"We know that school effectiveness requires an ethos where children and young people are expected to succeed and achieve a personal standard of excellence. The ethos needs to reflect the values inherent in Wales, including the importance of the Welsh language within the context of a bilingual country with its unique culture and traditions."

Welsh Medium Education Strategy (2010)

"An additional aim of this Strategy is to see all learners in English-medium settings benefiting from opportunities to develop language skills which enrich their experience of living in a bilingual country … Increasing the use of Welsh as a medium of learning across the curriculum may be one way of doing this."

Guidance for the inspection of secondary schools (Estyn, 2010)

The guidance states that inspectors should consider:

" … in the English-medium sector in particular, pupils' progress in using Welsh both passively and actively in different contexts beyond their Welsh lessons, for example in other subjects, during registration periods and assemblies, and in extra-curricular activities."

Note: *Estyn's expectations are described in greater detail on pages 8-10.*

Questionnaire - Where are we now?

Developing Welsh in English Medium Secondary Schools

Teachers could be asked to complete the questionnaire at the beginning of a course or during a language audit of their school.

1 Would a visitor to the school be aware that he is in a school in Wales?	
2 Is Welsh used in the school – in conversation, during registration, in lessons etc.?	
3 Are there Welsh or bilingual signs around the school?	
4 Do the displays around the school and in classrooms contribute to a Welsh ethos?	
5 Is all correspondence to parents bilingual?	
6 Are telephone calls to the school answered bilingually?	
7 Is Welsh used regularly during assemblies by the head teacher, teachers and pupils?	
8 Are support/ancillary staff encouraged to use some Welsh words/expressions with the pupils?	
9 Is Welsh used in other subject areas?	
10 Does the school take part in Welsh language extra-curricular activities, e.g. Urdd camps, the Urdd Eisteddfod, Clwb Cymraeg etc.?	

11 Estimate the percentage of teachers at your school who have some grasp of Welsh.	
12 Does the school have a policy for developing Welsh?	
13 How many Welsh Second Language lessons are there on the KS3 timetable?	
14 What percentage of KS4 pupils follows the full GCSE course?	
15 What percentage of KS4 pupils follows the short course at GCSE? How much is the contact time?	
16 What percentage of Year 9 pupils attains Level 5 *Welsh in the National Curriculum for Wales*?	
17 What percentage of Year 9 pupils attains Level 6 *Welsh in the National Curriculum for Wales*?	
18 What percentage of pupils gains grades A*-C in Welsh Second Language?	
19 What percentage of pupils gains grades A*/A in Welsh Second Language?	
20 What percentage of pupils gains a recognised qualification in Welsh Second Language at the end of KS4?	
21 What percentage of pupils does not gain a recognised qualification in Welsh Second Language at the end of KS4?	

There is an emphasis on developing Welsh in the *Guidance for the inspection of secondary schools* (Estyn, 2010).

Explicit reference is made to Welsh in Key Questions 1, Standards, (1.1.5) and 2, How good is the provision? (2.1.3).

More detailed guidance is provided for inspectors in: *Supplementary guidance for inspecting Welsh Language in schools* (Estyn, September 2010). Sections of the guidance that apply to Welsh Second Language are reproduced below.

Evaluating Welsh Language

Key Question 1 *How good are outcomes?*

1.1 Standards

Inspectors should consider the following questions when inspecting and reporting on aspect 1.1.5 Welsh language:

- Does attainment in Welsh according to teacher assessment at key stages 1, 2 and 3, and in external examinations at key stage 4 and the sixth form, compare favourably with that in similar schools?
- Are pupils making good progress in Welsh lessons?
- Do pupils who join the school with little or no previous competence in Welsh achieve well?
- Where applicable, do pupils have a good grasp of subject terminology in Welsh in subjects across the curriculum?
- Where applicable, are pupils developing increasing competence in using dual literacy skills?
- As appropriate, are pupils confident and competent in using Welsh in a range of situations beyond their Welsh lessons?
- Where applicable, do all pupils gain a recognised qualification in Welsh at the end of key stage 4, apart from those pupils disapplied by their statements of SEN?
- Where applicable, does a significant proportion of pupils learning Welsh as a second language gain a qualification in the GCSE full course?

1.2 Wellbeing

- Do pupils display positive attitudes and enjoyment in learning Welsh?
- What proportion of pupils is involved in extra-curricular or community events or activities where they are able to use their skills in Welsh?

2.1 Learning experiences

Inspectors should consider the following questions when inspecting and reporting on aspect 2.1.3 Welsh language provision and the Welsh dimension:

- Is the school meeting the statutory requirement to teach Welsh to all pupils up to school-leaving age, other than pupils whose statements of SEN disapply them?
- Do curriculum organisation and the time allocation enable pupils to make and sustain good progress in Welsh?
- Is there continuity between and across key stages in terms of pupils' experiences in Welsh and, where applicable, the extent of Welsh-medium provision?
- Where applicable, is there continuity in developing pupils' skills in Welsh in the provision in pupil referral units?
- Do pupils learning Welsh as a second language have increasing opportunities to develop their use of Welsh in a range of situations beyond Welsh lessons?
- Do learning experiences across the curriculum enhance the development of learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales?

2.2 Teaching

- Is there a sequence of learning activities that reinforces pupils' skills in speaking and listening, reading and writing Welsh and their inter-dependency?
- Is there sufficient consolidation of new vocabulary and sentence patterns to ensure pupils are able to use them with increasing independence?
- Are pupils given regular opportunities to apply and build on what they have learnt in previous lessons?
- Is there sufficient teacher intervention to improve quality and accuracy of pupils' oral competence in Welsh?
- Do Welsh second language teachers make increasing use of Welsh as a medium of communication, both in lessons and in other situations?
- Where applicable, do pupils have good opportunities and support to develop dual literacy skills?

2.3 Care, support and guidance

- Is there good support for pupils who are latecomers and have limited or no previous competence in Welsh?
- Are pupils aware of the advantages of learning Welsh and becoming increasingly bilingual?

2.4 Learning environment

- Does the school have an ethos that promotes the Welsh language and culture and positive attitudes towards them?
- Is there extensive use of Welsh in displays and signage around the school?
- Does the school encourage pupils and staff to make increasing use of Welsh, at the appropriate level, as a medium of informal communication?

Key Question 3 *How good are leadership and management?*

3.1 Leadership

- Does the school take good account of national priorities relating to Welsh as identified in *Iaith Pawb* and the Welsh Assembly Government's Welsh-medium Education Strategy?
- Does the school have regard for the local authority language policy and its Welsh Education Scheme objectives?

3.2 Improving quality

- Do managers at all levels have a realistic view of what needs to be done to improve outcomes and provision in Welsh?
- Do improvement plans identify clear proposals to address areas in need of development?
- Is there clear evidence of a commitment to moving forward on the improvement agenda in relation to the Welsh Assembly Government's *Welsh-medium Education Strategy*?

3.3 Partnership working

- Is the school working well in partnership with other providers to extend the availability of Welsh-medium provision on offer to pupils, especially to meet the requirements of the *Learning and Skills (Wales) Measure*?
- Is there joint-working between primary schools and pre-school groups and between secondary and partner primary schools to ensure consistency and progression in pupils' learning experiences in Welsh at transition?
- To what extent does the school take advantage of the support offered by other bodies, such as the *Urdd* and *Mentrau Iaith*?

3.4 Resource management

- Are all teachers who teach Welsh first or second language qualified to do so?
- Where applicable, is there good quality support for non-specialist Welsh teachers and for other staff within the school, such as participation in the Sabbaticals Scheme?

***Note**: Schools can use the above questions to conduct an audit of where they are at present in terms of developing Welsh. Alternatively, the questionnaire on page 6 could be used.*

Ysgol Bryn Elian, Colwyn Bay

www.brynelian.conwy.sch.uk

Some actions taken by Ysgol Bryn Elian to develop Welsh

- A *Clwb Cymraeg* is held every week.
- Over 60 children competed at the Urdd National Eisteddfod in 2009 and 2010.
- The school won the County shield for the highest number of points at the County Eisteddfod for two consecutive years.
- 'Clwb D.A.de!'- pupils offering support and training to teachers in relation to using Welsh in school etc.
- All pupils study the Full Welsh Second Language Course in KS4.
- All pupils in KS4 study for the Welsh Baccalaureate which includes studying Welsh Second Language, as well as units on the politics and culture of Wales and the World.
- All signage around the school is bilingual.
- Visitors to the school are greeted in Welsh by office staff.
- Weekly Welsh lessons are held for teachers and assistants.
- Recently, the school eisteddfod was resurrected for pupils in Yrs 7-9.
- Aspects of Welsh culture are highlighted during open evenings, e.g. folk dancing, tasting Welsh produce etc.
- The head of the Welsh Department was nominated for the Welsh Assembly Government's national teaching award for developing Welsh.
- Three members of the senior management team speak Welsh fluently.
- Teachers are encouraged to greet pupils in Welsh.
- Registers in all lessons, apart from modern languages, are called in Welsh.

Extract from an inspection report under Section 28 of the Education Act 2005 on Ysgol Bryn Elian, October 2008

"The provision for the development of pupils' bilingual skills is good. Sufficient time is allocated for the teaching of Welsh in both KS3 and KS4. All pupils study a full GCSE Welsh course with considerable success. This year, 15 students have begun studying Welsh to AS level. The school's commitment to developing bilingual skills is also evident in all communication to parents, with newsletters and the homework diary being bilingual. Many displays in teaching rooms and corridors promote the school's focus on bilingualism. Pupils and students benefit from opportunities to develop their bilingual skills in the school eisteddfod, the national Urdd eisteddfod and attending residential courses at Glan-llyn. A comprehensive audit has identified that 'Y Cwricwlwm Cymreig' is effectively embedded into schemes of work across the curriculum."

A film of a music lesson together with an interview with a teacher and some Year 10 and 12 pupils at Ysgol Bryn Elian is included on the CD.

Olchfa Comprehensive School, Swansea

www.olchfa.org.uk

Context

Olchfa Comprehensive School is an English medium school situated on the west side of the city of Swansea. It has 1900 pupils on roll and 100 teaching staff of whom 10 are Welsh speaking.

Developing Welsh at the school

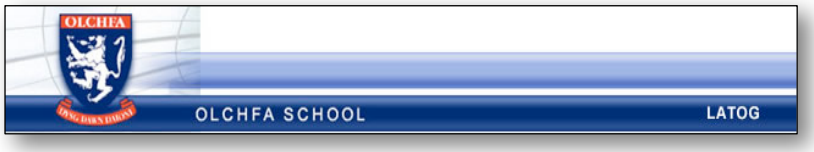
The Welsh language has developed significantly at the school over the last three years with a steady increase in the number of pupils opting to follow the full course at GCSE and the availability of Welsh Second language at A and AS Level.

A member of the school's senior management team (SMT) has responsibility for the development of Welsh and the use of the language is set out as a priority in the school's performance management criteria.

As from September 2010, teachers who have a good grasp of Welsh have responsibility for Year 7 tutor groups so as to ensure linguistic continuity and development between Key Stages 2 and 3. Activities during the registration periods in Year 7 are generally conducted through the medium of Welsh using resources produced by the school.

Welsh is a criterion on lesson evaluation forms used by members of the SMT when observing colleagues' lessons (see Appendix).

In the Summer of 2010, the school conducted an audit of the teaching staff's bilingual skills and commissioned The Welsh for Adults Department of Swansea University to deliver three year courses for every teacher at the school. These courses commenced in October 2010 and are offered on three levels of competency in the language. Classes take place once a week for an hour. Teachers who are fluent Welsh speakers use the time to prepare resources and to help with extra-curricular activities that have a Welsh language dimension.



Lesson Observation Record

Name: Date: Observer:

Summary/Context of Lesson: Year:

Level:
No. Pupils:

Observation Category	✓	Grade
EMT (Extended Management Team)		
Learning Coordinator		
LATOG (Learning and Teaching Observation Group)		*Un-graded*
PM (Performance Management)		*Un-graded*
Peer		*Un-graded*

	Excellent Features	Good Features	Areas for Development/ Considerations
Quality of Learning			
Quality of Teaching			
Quality of Assessment			

Specific School Improvement Focus 2010-11	
Evidence of Assertive Discipline	Evidence of Bilingualism and Y Cwricwlwm Cymreig

Bishop Hedley Catholic High School, Merthyr Tydfil

Bishop Hedley Catholic High School

www.bishophedleyhigh.merthyr.sch.uk

Context

Bishop Hedley Catholic High School is located in Merthyr Tydfil. There are 658 pupils on the register together with 45 teachers. Only two of the teachers speak Welsh fluently but some 17% of the staff are believed to have some grasp of Welsh. A quarter of the KS4 cohort currently studies the full GCSE course in Welsh Second Language.

Bilingual Learning Strategy Policy

Bishop Hedley Catholic High School is committed to the WAG *Bilingual Learning Strategy*. As a school we aim to develop quality learning opportunities for our staff and pupils to learn Welsh and particularly to enable staff and pupils to use their Welsh both formally and informally. We aim:

- to enable our pupils to understand and use the language in everyday situations occurring within our school, e.g. in registration periods, in lessons, break times and lunchtimes;
- to promote the development of bilingual skills by giving guidance, encouragement and support, thus developing the pupils' confidence;
- to create, foster and develop a Welsh ethos throughout the school, thus creating an awareness of the cultural heritage of Wales.

Our ultimate aim is to use Welsh as a natural element and not as a 'bolt on' exercise.

"Raising Pupils' Bilingual Skills" appears in our SIP for 2010-2011.

Bilingual skills

At present only two members of the teaching staff are fluent Welsh speakers whilst seven others have some knowledge of the language.

Developing Welsh at the school - a timeline

In Spring 2007 all staff received laminated help sheets giving useful tips to use in all lessons. On the sheets are Welsh greetings, classroom phrases, e.g. GWAITH DOSBARTH, GWAITH CARTREF, DA IAWN etc. and the date in Welsh. Some departments use Welsh motivational stamps on pupils' work, e.g. Ardderchog / Da Iawn / Da etc.

In Autumn 2007 all staff received a copy of *Yr Iaith Ar Waith* booklet produced by the SL for Welsh to help with using the Welsh language in the classroom. All teachers have received a copy of a Welsh dictionary. All departments are encouraged to put bilingual headings on their classroom display work. Many teachers have displayed bilingual key words in their classroom.

Since September 2008, Welsh and English language prayers have been used in New Entrants' Mass, St. David's Day Mass and special Masses held at the school. Prayers in Welsh and English are also used in year group assemblies particularly where members of the Welsh department are tutors.

In September 2008, all staff were offered conversational classes on a weekly basis after school throughout September-November.

A number of articles have been written for the school's LAT (Learning and Teaching) magazine, providing ideas for staff on how to raise the profile of Welsh in the classroom.

In June-July 2009, the school arranged for The University of Glamorgan to provide free "taster" sessions on learning Welsh. The course was made up of four after-school sessions run every other week throughout the second half of the summer term. Ten members of staff enrolled on the course. The course was funded by the school using BSF monies.

In October 2009, the school conducted an audit of all teaching staff where they were asked to state any experience they had of learning Welsh.

Case study 3: Bishop Hedley Catholic High School

In October 2009 the school conducted its first Bilingualism Audit undertaken by two ESIS Advisors. They acknowledged that pupils' bilingual skills are enhanced by extra-curricular activities run by the Welsh department, e.g. yr Eisteddfod, Urdd club held on Thursdays and Fridays, Urdd visits to Y Senedd, Glan-llyn, BBC Studios Cardiff, *Y Ffatri Bop* in Rhondda. Following the audit, it was agreed that the next step would be for SMT to monitor bilingualism in all departments' lessons.

In November 2009 *Menter Iaith* Merthyr Tydfil (www.menteriaith.org) provided two "Raising Awareness of Bilingualism" sessions for all teaching staff and LSAs in two twilight sessions. All teaching staff attended one of these sessions.

In September 2010 on a CPD day, the use of "fortnightly phrases" for all staff to use in lessons throughout the school was introduced (see attachment 2). The phrases are introduced by the head of the Welsh department on a fortnightly basis in briefing sessions and by email.

In November 2010 SMT carried out an overview of "Bilingualism" within each department, including lesson observations of all SLs. SMT looked at departmental bilingualism policies, the use of 'everyday' Welsh in lessons they observe, displays in classrooms with bilingual titles, the use of "Gwaith Dosbarth", "Gwaith Cartref" and the date in Welsh in pupils' books in all lessons.

Since starting to develop Welsh within the school a considerable amount of everyday Welsh is used by staff in classrooms, registration periods, in assemblies, the corridors and around the school. In registration periods when pupils say prayers, "Yn Enw'r Tad a'r Mab a'r Ysbryd Glân" is used rather than the English equivalent.

All departments have been told to show opportunities for developing Welsh in their SoWs and to highlight "*Develop Welsh in the Department"* in their DIPs.

The school office staff are encouraged to use Welsh and English when answering the school phones.

Each teacher has a bilingual sign on his/her door. Bilingual informative signs are in place around the school, although it is acknowledged that these could be further enhanced in certain areas.

Developing Welsh at the school (continued)

Pupils who study GCSE and AS/A Level Welsh are invited from time to time to attend residential courses run by the Urdd and ESIS. In the past pupils have visited Llangrannog, Glan-llyn, Ogmore and Nant Gwrtheyrn. Pupils who attend these courses benefit greatly from the opportunity to use Welsh in their day to day activities.

Year 12 and 13 pupils who study AS and A Level Welsh visit the *Ganolfan Gymraeg* in Merthyr Tydfil and meet with senior pupils from the other high schools in Merthyr Tydfil. Extra curricular activities are arranged for the pupils by the Urdd co-ordinator for Merthyr Tydfil. In October, Year 11 and 12 pupils took part in a "Ready Steady Cook competition" in Welsh which was great fun.

The Urdd club is run by the Welsh Department and by Urdd staff every Thursday lunchtime for KS4 and KS5 pupils and every Friday lunchtime for KS3 pupils. In November 2008 and again in November 2009 the KS4 Urdd club from BHHS won the Merthyr Tydfil Youth Multi-Cultural Society Shield, awarded by Merthyr Tydfil County Borough Council to clubs and societies within the local authority.

Each academic year, pupils who study AS and A Level Welsh go on a theatre visit to see a Welsh language performance of a play. All of these activities illustrate that pupils in BHHS are aware that Welsh is a living language and one which can be enjoyed socially as well as in school.

St. David's Day is celebrated in BHHS. This is celebrated by holding a Welsh language assembly and either a concert celebrating Welsh culture or a biannual full school competitive Eisteddfod. All staff contribute towards the competitive Eisteddfod as "off-stage" homework competitions are set by all departments prior to Eisteddfod day. The winners are announced on the day and the work is displayed on one of the corridors in the school.

The Teaching of Welsh at the school

All pupils throughout the school study Welsh to GCSE level, including EAL pupils and those who come to school from other parts of the UK. Pupils recognise that Welsh GCSE is often required by employers in Wales today.

All EAL pupils who have been in school since Year 9 are entered for the GCSE Welsh 2nd Language course with some opting to study the Full Course.

The majority of Year 11 pupils are entered for either Full Course or Short Course GCSE Welsh 2nd Language in Year 11.

Action plan

- Staff are constantly reminded that developing Welsh is a matter for ALL departments, not just the Welsh department.
- To continue to introduce the use of everyday Welsh in all aspects of school life, aided by the use of “fortnightly phrases”.
- Bilingual signs around the school need to be enhanced.
- To continue to provide bilingual prayers in masses and assemblies.
- There is BSF money available to use this year to promote bilingualism within BHHS.
- To take advantage of LEA initiatives to develop a *Moodle* e-platform resource development from Sept. 2011 for the use of staff and pupils.

Activity

Consider the case studies provided.

Are some of the developments outlined in the case studies practised at your school?

Which elements of the case studies not currently practised at your school would it be possible to implement?

This activity further helps schools to recognise their current position in terms of developing Welsh and is therefore a very important aspect of the pack. It is replicated in the PowerPoint presentation.

_____ Secondary School, _____

Aim

Rydym ni yn Ysgol _____ yn ymrwymo i gynnal ethos Gymraeg a Chymreig sy'n adlewyrchu'r ffaith bod yr iaith Gymraeg yn rhan annatod o'n hunaniaeth genedlaethol.

We at Ysgol _____ are committed to maintaining a Welsh ethos to reflect the fact that the Welsh language is an integral part of our national identity.

Objectives

Curriculum

- To ensure adequate time is allocated for teaching Welsh Second Language
- Our aim is to ensure that a majority of KS4 pupils follow the full GCSE course in Welsh Second Language
- To extend the use of Welsh to the other subjects of the National Curriculum
- To build on the good practice of our feeder primary schools.

Staffing

- To recruit qualified Welsh Second Language teachers
- To ensure appropriate continuing professional development provision for all members of staff with regard to promoting the Welsh language.

Extra-curricular

- *Glan-llyn/Millennium Centre* courses
- Eisteddfodau
- *Jambori* and other primary-secondary transitional activities
- Links with other organisations that promote the Welsh language.

Ethos

- Registration in Welsh
- Part of all whole-school/year/class assemblies to be conducted in Welsh
- Answering the school telephone bilingually
- Bilingual signs to be displayed prominently around the school, e.g. canteen, main entrance, hall, library etc
- Welsh to be used in all lessons.

Torfaen, Blaenau Gwent, Newport and Monmouthshire local authorities collaborate to provide services for schools. A training course for secondary school teachers who have very limited knowledge of Welsh has been provided by the local Welsh advisory service.

Implementation

- Training sessions are held for whole-school staff on training days.
- 45/50 minute sessions are provided as part of the day's carousel activity.
- 10-15 members of staff come together for the sessions, on a departmental/faculty basis.
- In the majority of schools where this training has been delivered (October 2010), the training has been provided for each department/faculty by the advisory teacher. This kind of training is judged to be more effective when provided by external staff.
- In some schools, departments have trained themselves using/adapting the resources provided by the advisory service.
- The advisory service recommends conducting an audit of staff's competence prior to the sessions to ensure a linguistically appropriate starting point for everyone.

Action plan

These steps could form the basis of an action plan to develop the Welsh language in English medium schools

1	Discuss the need to develop Welsh at the school with staff, drawing attention to the expectations of the Welsh Assembly Government and Estyn.
2	Conduct an audit of staff members' competence in the Welsh language.
3	Offer a Welsh course, to be provided by an external provider, to staff members who don't speak Welsh.
4	Ensure, in cooperation with the local authority/WJEC/other providers, that members of the Welsh Department receive appropriate CPD provision.
5	Recruit suitably qualified staff so that the full Welsh Second Language course can eventually be offered to all KS4 pupils. In the meantime, ensure adequate contact time for pupils who follow the short course. Some schools are proactive with regard to recruitment by making direct contact with directors of PGCE courses at Welsh university colleges: • North and Mid Wales Centre of Teacher Education (Aberystwyth and Bangor Universities) • Cardiff University • Swansea University.
6	Maintain a close professional relationship with feeder primary schools to ensure continuation and progression with regard to developing Welsh.
7	Ensure that Welsh is used, periodically at least, in all lessons, across the curriculum.
8	Make 'developing Welsh' a criterion in evaluating colleagues' lessons.
9	Use Welsh in all assemblies.
10	Ensure that the majority of displays in the school are either Welsh or bilingual.
11	To encourage extra-curricular activities that have a Welsh language dimension, e.g. • competing at the Urdd Eisteddfod • visiting Welsh establishments, e.g. St Fagans, the Senedd etc • attending residential language courses at Glan-llyn and/or Llangrannog camps • inviting guest speakers to address pupils/teachers, e.g. Welsh learners, members of the local *menter iaith.*

Some national agencies that promote the use of Welsh

Some national agencies/organisations listed below are able to offer practical assistance to develop the Welsh language in English medium schools in Wales. Visit their bilingual websites.

The Welsh Language Board

The Welsh Language Board is a statutory body established by the UK Government under the auspices of the Welsh Language Act 1993. The Board's main aim is to work for the future benefit of the Welsh language.

BWRDD YR IAITH GYMRAEG • WELSH LANGUAGE BOARD

www.byig-wlb.org.uk/Cymraeg/Pages

Urdd Gobaith Cymru

Urdd Gobaith Cymru is an exciting and dynamic organisation for children and young people. It organises a range of different activities across Wales. Development officers work in every area to ensure that the Urdd offers a full programme of activities for children and young people.

- The Urdd was established in 1922 to give children and young people the chance to learn and socialise through the medium of Welsh.
- It gives the young people of Wales the chance to live vibrant lives through the medium of Welsh, learning at the same time to respect each other and people around the world.
- The Urdd welcomes Welsh speakers and Welsh learners.

urdd.org
Urdd Gobaith Cymru

The Urdd National Eisteddfod is held every year. Winners at the local eisteddfodau go on to the county eisteddfodau and the winners at the county eisteddfodau go on to compete at the Urdd National Eisteddfod. This is the largest youth festival in Europe.

The Urdd also provides camps at Gan-llyn near Bala and Llangrannog, Ceredigion, where Welsh speakers and learners enjoy outdoor activities. The Urdd also maintains a residential facility for young people at the Wales Millennium Centre.

www.urdd.org

Mentrau Iaith

Mentrau Iaith, or language initiatives, are local organisations which offer support to communities to increase and develop their use of the Welsh language. A Menter Iaith usually services a whole county, and it reflects the wish of local people to make more use of the language. A Menter will offer advice and assistance to individuals, organisations and businesses, and will organise activities to raise the profile of the Welsh language.

Mentrau Iaith:

- provide social and leisure opportunities for children and young people to use their Welsh
- provide opportunities for Welsh learners to use their Welsh outside the classroom
- undertake short translation work or put you in touch with a translator
- work in partnership with local organisations to offer social activities.

www.mentrau-iaith.com/cymraeg

Welsh for Adults

If you wish to offer Welsh courses for staff at your school, visit the website below.

Wales has six Welsh for Adults centres providing Welsh courses.

The Welsh Regions are:

Cardiff and the Vale of Glamorgan
Mid Wales
North Wales
South-West Wales
Gwent
Glamorgan.

www.cymraegioedolion.org

Iaith describes itself as Wales' leading language and policy planning agency.

Iaith:

- undertakes research and development projects relating to language policy and planning
- promotes educational activities and professional training
- provides advice, support and services to assist organisations in developing bilingual practices

Ymgynghoriaeth Cynllunio Iaith
Language Planning Consultancy

www.iaith.eu

Language grids

Below, there are examples of 'everyday Welsh' used extensively in English medium primary schools throughout Wales. To maintain and develop primary-secondary links, they should continue to be used in all subjects in secondary schools. The language grids are for guidance only and teachers should use them selectively in accordance with their knowledge of Welsh. Use of the language should develop and increase as pupils progress through school and in particular upon transition from KS2 to KS3.

Audio samples of these language items are included in the PowerPoint presentation on the CD that accompanies this booklet.

Everyday Welsh - Greetings

Teachers	Pupils
Bore da *Good morning*	**Bore da**
Pnawn da *Good afternoon*	**Pnawn da**
Hwyl fawr *Goodbye*	**Hwyl fawr**
Sut wyt ti? *How are you? [sing.]*	**Sut wyt ti?**
Da iawn, diolch *Very well, thank you*	**Da iawn, diolch**
Wedi blino heddiw/rŵan/nawr *Tired today/now*	**Wedi blino heddiw/rŵan/nawr**
Os gwelwch yn dda/plîs *Please*	**Os gwelwch yn dda/plîs**
Diolch *Thank you*	**Diolch**
Croeso *You're welcome*	**Croeso**

Teachers

Beth sy'n bod?
What's the matter?

Beth sy'n bod efo/gyda ti/chi?
What's the matter with you [sing./pl.]

Pwy sy'n siarad?
Who's talking?

Esgusodwch fi!
Excuse me! [pl.]

Beth sy'n digwydd?
What's happening?

Dim sŵn
No noise

Dim siarad
No talking

Dim rhedeg
No running

Byddwch yn dawel
Be quiet [pl.]

Pawb yn dawel
Everyone quiet

Eisteddwch yn llonydd
Sit still [pl.]

Dyna ddigon
That's enough

Fel hyn
Like this

Peidiwch/Paid
Don't [pl./sing.]

Pupils

Dim byd
Nothing

Esgusodwch fi
Excuse me [pl.]

Fi
Me

Nhw
Them

Grŵp …
Group ...

Mae'n ddrwg gen i/gyda fi, Syr/Miss
I'm sorry, Sir/Miss

O'r gorau
Okay

Everyday Welsh - Courtesy

Teachers	Pupils
Os gwelwch yn dda/plîs *Please*	**Os gwelwch yn dda/plîs**
Diolch *Thank you*	**Diolch**
Croeso *You're welcome*	**Croeso**
Mae'n ddrwg gen i *I'm sorry*	**Mae'n ddrwg gen i**
Esgusodwch fi *Excuse me [pl.]*	**Esgusodwch fi**
Ga' i helpu? *Can I help?*	**Dw i ddim yn deall …** *I don't understand ...*
Dwylo i fyny *Hands up*	**Beth ydy … yn Gymraeg?** *What's ... in Welsh?*
	Ga' i help? *Can I have help?*
	Ga' i … os gwelwch yn dda? *Can I have ... please?*
	Ga' i fenthyg … plîs? *Can I borrow ... please?*
	Ga' i fynd i weld …? *Can I go and see ...?*
	Ga' i fynd i'r toiled? *Can I go to the toilet?*

Teachers	Pupils
Pawb yn barod? *Everyone ready?*	**Barod, Syr/Miss** *Ready, Sir/Miss*
Yma *Here*	**O'r gorau** *Okay*
Gwrandewch *Listen [pl.]*	**Ga' i fynd i'r toiled, plîs?** *Can I go to the toilet, please?*
Eisteddwch *Sit [pl.]*	**Wn i ddim** *I don't know*
Tynnwch eich cotiau/Tynna dy gôt *Take off your coats/coat [pl./sing.]*	**Ble mae …?** *Where's ...?*
Brysiwch *Hurry [pl.]*	
Dewch/Tyrd yma *Come here [pl./sing.]*	
Ble mae …? *Where's ...?*	
Caewch y drws *Close the door [pl.]*	
Ydy pawb yma? *Is everyone here?*	
Ewch allan (yn dawel) *Go out (quietly) [pl.]*	
Dewch i mewn (yn dawel) *Come in (quietly) [pl.]*	
Wyt ti'n well? *Are you better? [sing.]*	**Ydw, diolch** *Yes, thank you*
Rwyt ti'n hwyr. *You're late [sing.]*	**Mae'n ddrwg gen i/gyda fi** *I'm sorry*
Ble wyt ti wedi bod? *Where have you been? [sing.]*	**At y doctor/y deintydd** *To the doctor / the dentist*
Deall? *Understand?*	**Roedd y bws yn hwyr.** *The bus was late*

Everyday Welsh - In class (continued)

Teachers	Pupils
Rhifau 1-100 *Numbers 1-100*	**Rhifau 1-100** *Numbers 1-100*
Dyddiau'r wythnos *Days of the week*	**Dyddiau'r wythnos** *Days of the week*
Misoedd y flwyddyn *Months of the year*	**Misoedd y flwyddyn** *Months of the year*
Gweithiwch mewn grwpiau/parau *Work in groups/pairs [pl.]*	

Everyday Welsh - Assembly

Teachers
Bore da *Good morning*
Sefwch *Stand [pl.]*
Eisteddwch *Sit [pl.]*
Pawb yn barod? *Everyone ready?*
Diolch yn fawr *Thank you*
Dewch i mewn *Come in [pl.]*
Croeso i'r gwasanaeth *Welcome to assembly*
Sefwch yn dawel *Stand quietly [pl.]*
Gwrandewch yn ofalus *Listen carefully [pl.]*
Edrychwch ar y sgrin *Look at the screen [pl.]*

Teachers	Pupils
Mae … wedi ennill … *... has won ...*	**Mae'r tîm pêl-droed wedi ennill** *The football team has won*
Nesa' *Next*	**Dw i wedi ennill …** *I've won ...*
Da iawn ti / chi *Well done you [sing./pl.]*	**Diolch (yn fawr)** *Thank you (very much)*
Pwy enillodd? *Who won?*	**Ysgol ni!** *Our school!*
Yn erbyn pwy? *Against whom?*	
Beth oedd y sgôr? *What was the score?*	**Cyntaf** - *First* **Ail** - *Second* **Trydydd** - *Third*
Llongyfarchiadau *Congratulations*	**Llongyfarchiadau** *Congratulations*
Rhowch glap i … *Give ... a clap [pl.]*	
Rhowch glap i'r tîm *Give the team a clap [pl.]*	
Oes gen ti newyddion? *Have you any news? [sing.]*	**Oes. Dydd Sadwrn/Dros y penwythnos etc** *Yes. On Saturday/Over the weekend etc.*
Cyntaf *First*	**Es i i …** *I went to ...*
Ail *Second*	**Gwelais i ...** *I saw ...*
Trydydd *Third*	**Bwytais i…** *I ate ...*
	Gwyliais i … *I watched ...*
	Aethon ni … *We went ...*

Everyday Welsh - Canteen

Teachers	Pupils
Amser cinio *Lunch time*	**Ga' i … os gwelwch yn dda?** *Can I have ... please?*
Pwy sy eisiau …? *Who wants ...?*	**Dw i eisiau …, plîs** *I want ... please*
	Baswn i'n hoffi/Hoffwn i … *I'd like ...*
Mae … yn dda i chi *... is good for you [pl.]*	**Dw i'n hoffi …** *I like ...*
Dydy … ddim yn dda i chi *... isn't good for you [pl.]*	**Dw i ddim yn hoffi ...** *I don't like ...*
Cliriwch eich platiau *Clear your plates [pl.]*	**Dw i'n casáu ...** *I hate ...*

Everyday Welsh - Commands

Teachers	Pupils
Dewch i mewn *Come in [pl.]*	**Diolch** *Thank you*
Ewch allan *Go out [pl.]*	**Helpwch fi os gwelwch yn dda** *Please help me [pl.]*
Eisteddwch *Sit [pl.]*	
Sefwch *Stand [pl.]*	
Stopiwch *Stop [pl.]*	
Clapiwch *Clap [pl.]*	
Brysiwch *Hurry [pl.]*	
Tacluswch *Tidy up [pl.]*	

Teachers

Gwrandewch
Listen [pl.]

Trowch i dudalen …
Turn to page ... [pl.]

Cymrwch ofal
Take care [pl.]

Cadeiriau dan y bwrdd
Chairs under the table

Dechreuwch weithio
Start working [pl.]

Dechreuwch ddarllen
Start reading [pl.]

Rhowch y golau ymlaen
Switch on the light [pl.]

Diffoddwch y golau
Switch off the light [pl.]

Gorffennwch y gwaith
Finish the work [pl.]

Edrychwch ar …/arna i
Look at .../at me [pl.]

Ewch i nôl …/Dos i nôl …
Go and get [pl./sing.]

Ewch â'r … at …
Take the ... to ... [pl.]

Note: *The publication 'Everyday Welsh in the Primary School' (WJEC, 2004) is used extensively in English medium primary schools in every county in Wales. Secondary schools should consider its contents in order to build on the achievements in Key Stage 2.*

Bibliography

WJEC

Datblygu Cymraeg Pob Dydd yn yr Ysgol Gynradd
Developing Everyday Welsh in the Primary School (1998)

Estyn

Arweiniad ar gyfer arolygu ysgolion uwchradd
Guidance for the inspection of secondary schools (2010)

Welsh Assembly Government (WAG)

Our Language: Its Future (Policy Review of the Welsh Language), (2002)

Iaith Pawb (2003)

Fframwaith Effeithiolrwydd Ysgolion
School Effectiveness Framework (2008)

Strategaeth Addysg Cyfrwng Cymraeg
Welsh Medium Education Strategy (2010)