

<b>ISLE OF ANGLESESY COUNTY COUNCIL</b>	
<b>Report to:</b>	<b>The Executive Committee</b>
<b>Date:</b>	<b>20<sup>th</sup> March 2017</b>
<b>Subject:</b>	<b>The Welsh in Education Strategic Plan 2017-2018, and modifications to the Education Language Policy</b>
<b>Portfolio Holder(s):</b>	<b>Councillor Kenneth Hughes</b>
<b>Head of Service:</b>	<b>Delyth Molyneux</b>
<b>Report Author:</b> Tel: E-mail:	<b>Delyth Molyneux</b> <b>2916</b> <b>dxmed@ynysmon.gov.uk</b>
<b>Local Members:</b>	<b>Relevant to all members</b>

<b>A –Recommendation/s and reason/s</b>
<p>The Executive Committee are asked to approve the following:</p> <ol style="list-style-type: none"> <li>1. The Welsh in Education Strategic Plan 2017-2020;</li> <li>2. The Action Plan for delivering the WESP objectives;</li> <li>3. The review of the Anglesey Education Language Policy in light of the WESP and the IoACC language policy.</li> </ol> <p><b><u>Reasons</u></b></p> <p>All Local Authorities are expected to present the Welsh in Education Strategic Plan to the Welsh Government, outlining how the Council will improve Welsh language provision (Appendix 1).</p> <p>Appendix 3 provides a picture of performance over many years, together with offering targets for the coming year.</p> <p>It is required that the WESP shows how we will respond to the following outcomes:</p> <ol style="list-style-type: none"> <li>1. More seven-year-old children being taught through the medium of Welsh.</li> <li>2. More pupils continuing to improve their Welsh skills on transfer from primary to secondary school.</li> <li>3. More 14-16 students study for qualifications through the medium of Welsh.</li> <li>4. More 14-19 aged students studying subjects through the medium of Welsh, in</li> </ol>

schools, colleges and work based learning.

5. More pupils and students with higher skills in Welsh
6. Welsh medium provision for Additional Learning Needs (ALN).
7. Workforce planning and continuous professional development (CPD).

Over the past few months the WESP was drafted and was subject to consultation with the Council Language Forum, the schools and other expected stakeholders, and there was an opportunity for the public and relevant organisations to respond. Responses were received from several organisations. The Plan was modified in light of this consultation and it was agreed to add the WESP Action Plan outlining the measures to be taken by the department to deliver the WESP (Appendix 2).

The Council Language Forum will monitor the progress of the WESP on an annual basis and the department will regularly report to the forum on the implementation of the WESP Action Plan during the year.

As a result of drawing up the new Welsh in Education Strategic Plan it was timely for the education department to review some aspects of the Education Language Policy for Schools in accordance with the outcomes and aims and objectives within the Welsh in Education Strategic Plan 2017-2020 (Appendix 4).

**B – What other options did you consider and why did you reject them and/or opt for this option?**

Not relevant

**C – Why is this a decision for the Executive?**

Elected member approval is expected for the Isle of Anglesey County Council WESP and Education Language Policy.

**CH – Is this decision consistent with policy approved by the full Council?**

Yes

**D – Is this decision within the budget approved by the Council?**

Yes

<b>DD – Who did you consult?</b>		<b>What did they say?</b>
1	<b>Chief Executive / Senior Leadership Team (SLT)</b> (mandatory)	Discussed and agreed by the SMT
2	<b>Finance / Section 151</b> (mandatory)	No comments
3	<b>Legal / Monitoring Officer</b> (mandatory)	No comments
4	<b>Human Resources (HR)</b>	No comments
5	<b>Property</b>	
6	<b>Information Communication Technology (ICT)</b>	
7	<b>Procurement</b>	
8	<b>Scrutiny</b>	
9	<p><b>Any external bodies / other/s</b> <b>Cymdeithas yr Iaith,</b></p> <p><b>The Welsh Language Commissioner</b></p> <p><b>Parents for Welsh Education</b></p> <p><b>Anglesey County Council Language Forum</b></p> <p><b>Regulatory and Economic Development Service</b></p>	<p>Comments and proposals for amendments were received which have been included within the new WESP and the appended action plan as far as possible.</p>

<b>E – Risks and any mitigation (if relevant)</b>	
1	<b>Economic</b>
2	<b>Anti-poverty</b>
3	<b>Crime and Disorder</b>
4	<b>Environmental</b>
5	<b>Equalities</b>
6	<b>Outcome Agreements</b>
7	<b>Other</b>

**F - Appendices:**

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**FF - Background papers (please contact the author of the Report for any further information):**

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## **Strategic Plan for Welsh in Anglesey Education** **2017-2020**

### **Draft**

1. Anglesey's vision, aim and objectives for Welsh medium education over the next three years.

#### **Vision:**

That all Anglesey's children and young people are bilingually proficient and possess the ability to use both languages equally at the end of their educational career by ensuring that not one pupil is deprived of that ability or right.

#### **Aim:**

That every pupil who goes through the Anglesey education system is fully bilingual when reaching 16 years of age, and is equally confident in speaking both languages in the world of work, culturally and socially.

#### **Objectives:**

- **Early Years:** Ensuring, through the organisation and provision of dedicated and appropriate nursery provision (including immersion techniques), that every child is given (whatever their linguistic background) a solid foundation in Welsh as soon as possible.
- **Foundation Phase:** Building on the foundation set in the nursery and reception classes by continuing to develop pupils' grasp of Welsh.
- **Key Stage 2:** Continuing to develop the children's grasp of Welsh by paying attention to their language skills.
- **Key Stage 3:** Ensuring that every pupil who has received a Welsh First Language assessment at the end of KS2 continues to study Welsh First Language in order to ensure appropriate progression and continuity in the language; and that appropriate and purposeful intervention is available for those pupils who have yet to reach level 3+ at the end of KS2, in order that they may continue to develop their language skills; ensuring for pupils who are Welsh learners in KS3, that they learn Welsh as soon as possible through appropriate provision in KS3.
- **Key Stage 4:** Ensuring that all pupils study Welsh as a subject to the end of Yr11 and sit an exam in GCSE Welsh at the end of KS4: ensuring for 'latecomers' to KS4, that they receive a solid foundation in Welsh through appropriate provision by the end of the Stage.

- **Key Stage 5:**

- Increase the provision for Post-16 Welsh medium education and raise students' awareness of this provision.
- Ensuring that every Post-16 student possesses knowledge of Wales' cultural, economic, environmental, historical and linguistic characteristics through comprehensive language awareness programmes and the Welsh Curriculum, and that this is an integral part of the ethos for all the Authority's schools, in order that they develop to be bilingually confident citizens which enables them to be full members of the bilingual society of which they are a part.

The plan also embodies and conforms to the policies and strategies of the Council and Welsh Government.:

- Welsh Language Strategy 2016 – 2021 Anglesey County Council
- Anglesey Council Lifelong Learning Department's Language Policy
- Welsh Government's draft strategy for 'One million Welsh speakers by 2050'

As an appendix to this Plan, an Action Plan will be produced which will detail the actions necessary in order to pursue and reach the aim and objectives noted. The plan will be evaluated annually through reporting on the progress to the Anglesey Strategic Language Forum. As part of the Forum's remit, they will be expected to scrutinise the Plan's implementation.

2. Local authorities have a statutory duty under section 10 of the Learner Travel (Wales) Measure 2008 to promote entry to education and training through the medium of Welsh. Give a statement regarding the accessibility to Welsh language provision in your local authority in relation to transport from the home to school. Note any challenges and/or areas of good practice through cooperation.

Welsh medium education provision is available in the primary and secondary schools of four of the Authority's five school catchment areas and entry and transport from the home to the school to that provision is available as the County's natural service.

For pupils who live in the Holyhead catchment area and wish to receive Welsh medium / bilingual education, there is provision available to transport pupils from the catchment to Bodedern Secondary School. The transportation to the school is free of charge. This provision is a historic one.

3. Achieving outcomes 1-7 :

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

**Aim:** Increase the percentage of pupils following the First Language track and are assessed in Welsh as a First Language at the end of the Foundation Phase by summer 2017 whilst aiming for 86% by 2020.

Percentage of seven year old children assessed in Welsh as a First Language at the end of the Foundation Phase:

<b>Current situation:</b>	<b>Targets:</b>			
<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>

72.4%	76%	80.4%	84.8%	86%
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**Objectives:**

1. Increase the number of seven year old learners educated through the medium of Welsh.
2. Ensuring that proposals for the 21<sup>st</sup> Century Schools strengthen Welsh medium provision.
3. Increase the ability to take advantage of Welsh language provision through immersion plans and centres for latecomers.
4. Targeting those schools which do not conform to the Council's Lifelong Learning Department's Language Policy.

**Supporting statement:**

1. The numbers above compare very favourably with the majority of authorities in Wales, but the Authority recognises the need to strengthen the first language provision in those schools opting to assess Welsh as a second language. With the Welsh Government's intention to abolish second language Welsh, the Authority is in a strong position to respond to that requirement.
2. The expectation is the same in relation to Welsh for all schools, which is to provide the opportunity for all the County's pupils to be confidently bilingual. Consequently, any new plans presented, for instance proposals for 21<sup>st</sup> Century Schools, are subject to the requirements of the Authority's Language Strategy and the Council's Lifelong Learning Department's Language Policy.

There has been considerable remodelling in the Authority recently. A number of smaller schools have been closed with pupils transferring to nearby schools, all of which are Welsh medium schools. In 2017, two new schools will open in the North of the County, these being:

- Ysgol y Llannau, an area school which will serve three villages where the schools are closing – Ysgol Llanfachraeth, Ysgol Ffrwd Win and Ysgol Cylch y Garn. The new school will be a Welsh medium school and will continue with the work of the three present schools.
- Ysgol Cybi, Holyhead. The school will accept pupils from Y Parc, Llaingoch and Thomas Ellis schools. This school will also be a Welsh medium school, significantly strengthening the language provision for the town's pupils.

There is a consultation regarding the future of the schools to the south-west of the County, and also the schools in the Llangefni catchment area. It is proposed that an area school be established in the Newborough area to provide education for the pupils of Bodorgan, Newborough, Dwyran and Llangaffo schools in due course. This school will also be a Welsh medium school, providing a full Welsh education. The Authority is wholly committed to learning spaces of the highest quality where Welsh is promoted and cultivated. The Authority is purposively planning in order to face the challenges of the County's significant proposed development in the future.

3. The Authority's Language Strategy and the Council's Lifelong Learning Department's Language Policy emphasize bilingualism and the aim of setting strong foundations for Welsh in the early years and developing this in the key stages which follow, the need to 'gauge the demand' is not relevant locally. The Authority supports the provision for children aged 3 and upwards by one of two methods:
  - Supporting through grant 41 locations not maintained – 28 through Mudiad Meithrin and 11 through WPPA Playgroups. The above provision is made on

the understanding that the locations implement the Authority's Language Policy.

- Financing schools through the Fair Financing formula to provide a nursery class. In January 2016, 41 schools had a nursery class providing for a total of 680 pupils.

The Authority provides support for the relevant staff. For the sector which is not maintained, three support teachers are employed to regularly visit these locations. Providing leadership to implement the requirements of the Language Policy is at the core of their support. In the schools sector, one support teacher is employed through GwE to work with the schools. During recent years, the 'Dechrau'n Deg' project has developed strongly on the Island. The 'Dechrau'n Deg' workers work with these locations to develop provision. There are ten nurseries on the Island, nine are privately-run, although there is contact between a voluntary organisation and four of these. The other is supported through the Communities First committee in Holyhead. The Authority is eager to cooperate with private nursery providers to promote the language objectives of the Language Policy.

4. There is a Language Centre on Anglesey. The aim of the Language Centre is to provide an intensive Welsh course for incomers in order to enable them to blend in to the bilingual society and participate fully in the experiences of bilingual education. This provision is central in assisting primary and secondary schools to implement the current Language Policy. There is one Language Centre at Ysgol Moelfre with a satellite unit at Ysgol Llanfawr and it is intended that the current provision be supported. This year, similar provision was trialled for latecomers to the secondary schools in order to meet their needs. A pilot scheme was conducted within a new Language Centre located in Bodedern Secondary School. Gwynedd's Secondary Language Centre plan was updated and digitised and through the use of the language grant, and contributions from the island's five secondary schools, the experiment was a success. There is no funding to continue with the system at this time, although there is a need for it, but the Authority is committed to provide a similar service if there is a significant influx to the island due to future developments (e.g. Wylfa B).
5. The Authority is fully dedicated to ensure that every pupil receiving their education in the County possesses a full mastery of the Welsh language at the end of their educational career. It is the Authority's theory that it is 'the child's right' to be able to communicate fluently in both languages, allowing them to play a full part in the bilingual society within which we all live. Every pupil should be proficiently bilingual, enabling them to communicate, work and play a full part in this area's culture and providing information to all stakeholders is essential to the success of this process.
6. The Language Charter has been at work in all the County's schools for the past two years and almost all primary schools have received the scheme's Bronze accreditation at the end of the last school year. An integral part of the Charter's procedures are the relationships with parents, Governors and the local community. Information is prepared for parents in the form of a dedicated pamphlet and presentations by headteachers and members of the school councils. The success of the Language Charter and its objectives are dependent on the cooperation of all stakeholders and there are numerous examples of successes during the past two



years. There is remarkable goodwill towards the language, understanding of the advantages of bilingualism and a general recognition that no child should be deprived of this privilege.

One of the Charter's specific requirements is to appoint champions for the language and the Authority will research further into opportunities to strengthen that role alongside the Menter Iaith Môn service. The Authority has been developing partnerships during recent years in order to enrich pupils' experiences through Welsh. It is an aim to further strengthen this cooperation with the partners with the aim of developing and sharing a common vision for the development of Welsh on Anglesey. The connections with the pre-school sector which are not maintained, Menter Iaith Môn, Yr Urdd, the Health Service, the Council's leisure Department and the Young Farmers organisation are established and they are part of the Anglesey Education Language Forum. Connections have been created with the 14-19 sector and Bangor University and there is also a representation of elected members. The Authority believes that by cultivating and strengthening cross-sector connections in this way that it is possible to satisfy the need for broad and viable provision through the Welsh language in the society which our schools serve. The Council will further build on this relationship and it is intended to continue to establish social, educational and business-world partnerships to promote Welsh in our schools. Anglesey Council's Language Strategy is also key to this development.

The Language Charter is operational in the primary sector, and there is an increasing demand by the secondary schools for a similar system. Dependent on Gwynedd County Council's pilot scheme in pilot schools, the Authority will move to establish a Language Charter for the secondary sector. This, in essence, will assist in strengthening the Authority's language continuum.

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

**Aim:** ensuring that pupils transferring to the secondary sector continue to follow the first language track they followed in the primary sector and that pupils who followed second language Welsh are encouraged to move to first language Welsh when appropriate, aiming for 80% being assessed as Welsh First Language by 2020.

Percentage Year 9 learners assessed in Welsh as a First Language at the end of KS3:

<b>Current Situation:</b>	<b>Targets:</b>			
<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
67.3%	70%	73%	77.3%	80%

### **Objectives:**

1. Increase the percentage of Year 9 pupils assessed in Welsh (First Language)
2. Ensuring more effective transition from the pre-school period to statutory provision, between Key Stages 2 and 3 and Key Stages 3 and 4.
3. Ensuring a higher proportion of Welsh language provision within the Council's schools. Increase the use of Welsh as a teaching and learning medium.

### **Supporting statement:**

1. The % assessed in Welsh as a first language at the end of KS 3, in comparison with

other authorities, is good. However, there is room for further improvement by strengthening the Welsh first language provision in the FPh and KS 2 and tracking pupils in KS 3. A procedure was established for language coordinators to track pupils in Years 7, 8 and 9. The outcome of that procedure will become apparent during the period of this plan.

2. The % who succeed in achieving a GCSE in Welsh as a first language (A\*-C) has increased over the past few years. (77.5% in summer 2016). Improving the continuity between KS2 and KS3 has had a positive impact on the % who go on to sit a GCSE in Welsh first language. It is necessary to further increase the number of pupils given the opportunity to continue to study their subjects through the medium of Welsh in the secondary sector. The Authority monitors the secondary schools' language targets and encourages setting challenging targets. It is necessary to continue to increase the percentage assessed in Welsh first language in KS3 through ensuring that the schools set challenging targets and act to achieve them. This diligence will also allow holding regular discussion with individual schools in order that pupils may receive the best opportunities to achieve in accordance with their ability by the end of KS4. The Authority will monitor schools' language targets and directly challenge arrangements through the Regional School Improvement Service (GwE) to ensure an increase in the numbers of pupils studying Welsh First Language to the end of KS4.
3. Although there is good continuity between the Foundation Phase and between the Foundation Phase and Key Stage 2, there is some decrease in the % who received assessment by a Welsh first language teacher in Yr9, having received a Welsh First Language assessment at KS2 and in recent years. The figure has decreased further in 2016. The Authority expects the secondary schools to pay attention to this and ensuring consistency in implementing the Language Policy is one of the priorities of the Council's Strategic Language Plan. Although pupil numbers can vary considerably over a period of time, the above data suggests a decrease in the numbers who continue to follow the language track set in the primary sector after they transfer to the secondary. The Authority will attend to this, monitoring it, in order to ensure language continuity.
4. In terms of continuity of Welsh, it is expected that every school should plan for continuity in Welsh as a subject and as a learning medium for all pupils. Secondary schools will receive information for each pupil's language faction (each pupil's bilingual proficiency) from the catchment area's Language Coordinator, as they transfer from the primary school. It is expected that every school uses the information to decide on a programme to improve Welsh skills. Language continuity for pupils from Year 6 to Year 7 and onwards is reported on by the Coordinator as they track development according to language factions. The secondary schools use the language factions information to set targets at the beginning of Year 7 and the Authority will monitor progress in years 7, 8 and 9 to ensure that the language development continues. In order to set quantitative targets, a baseline must be established, and this is to be done at the beginning of the plan. The Authority is collaborating with 'Teuluoedd Ysgolion Môn' and individual schools to motivate them to receive their education through the medium of Welsh. In the summer of 2016 72.5% of Year 6 pupils received a Welsh First Language assessment and there is a will within the schools and the Authority to increase the number that will be following their subjects through the medium of Welsh. The Authority is in discussion with these schools and working to agree on achievable targets to increase the number that will follow the first language track for the good of the pupils and to ensure that they are proficient in Welsh by the end of their educational career. This is an on-going process

but it is proposed that it be established in the Foundation Phase initially and being extended through the schools. The Authority has adopted the 'Language Charter' together with the schools. (see Statement 6, Outcome 1) This step has strengthened our schools' Welsh medium education. Primary school headteachers support the Charter's principles.

**Outcome 3: More 14-16 students studying for qualifications through the medium of Welsh.**

**Aim:** Increase the number of pupils aged 16 who are following courses through the medium of Welsh. A challenging but achievable target was set of 80% of pupils to follow at least two subjects through the medium of Welsh and by 2020 for 48% of pupils to study at least five subjects through the medium of Welsh.

**Outcome 4: More 14-19 students to study subjects through the medium of Welsh in schools, colleges and work-based learning.**

**Aim:** Increase by 5% the number of students post-16 who follow courses through the medium of Welsh by 2020.

Percentage of learners who were registered for a Welsh first language GCSE along with at least two qualifications through the medium of Welsh.

<b>Current situation:</b>	<b>Targets:</b>			
<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
73.6%	75 %	76.5%	78%	80%

Percentage of learners who were registered for a Welsh first language GCSE along with at least five other qualifications on level 1 or level 2 through the medium of Welsh:

<b>Current situation:</b>	<b>Targets:</b>			
<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
42.7%	44%	45%	46.5%	48%

**Objectives:**

1. Increase the percentage of students 14-16 who are studying for qualifications through the medium of Welsh.
2. Ensure that provision for learners 14-19 conforms to the Learning and Skills (Wales) Measure 2009.
3. Increase the percentage of students 16-19 who study subjects through the medium of Welsh in schools.
4. Work through 14-19 area networks and 14-19 forums in order to maintain and improve Welsh medium provision.

**Supporting statement:**

1. Every school is responding to the Learning and Skills Measure and are benefitting from collaborative partnerships.
2. Continuing to promote the development of Welsh medium education will be one of the main strategic priorities of the 14-19 Network and ensuring appropriate linguistic

continuity will be a core part of the Network's cooperative groups remit. The local cooperation financing protocols state the expectation that every 14-16 course financed through the grant should be available bilingually (in rare exceptions only will consideration be given to support courses which are available in one language only). In accordance with the Learning and Skills Measure, every school ensures that each KS4 pupil makes use of the individual Learning Pathway Plan which is available bilingually to record their learning pathway.

- The 14-19 Network utilises 14-19 grant revenue to promote post-16 Welsh medium/bilingual provision. There is language continuity for vocational cooperative provision in KS4. The necessary work of strategic planning is led in the context of the requirements of the Post-16 Consortium for Gwynedd and Anglesey's transformation agenda. Attention is paid to recognising the main factors which influence the choice of post-16 learning medium. The work of the Post-16 Consortium, when recognising needs and setting priorities, considers data relating to language medium. The need for consistency has been recognised in the processes of admitting learners to post-16 courses in the area to ensure they receive information regarding the medium through which the subject is to be taught. There is also a need to establish a framework of measures for Welsh in order that post-16 provision, including vocational courses, is monitored and to recognise gaps in Welsh medium provision. Another aspect of the Consortium's work will be to recognise opportunities in the economy where the use of the Welsh language is essential for work.

#### **Outcome 5: More pupils and students with higher skills in Welsh.**

**Aim:** That schools set realistic, challenging and achievable targets for our students aiming for the following targets by 2020:

- 41.9% O6+ at the end of the FPh.
- 40.9% L5+ at the end of KS2
- 70.1% L6+ at the end of KS3.
- 20.5% A\*/A GCSE Welsh First Language at the end of KS4.

For those pupils who are following the second language track, 85% achieving grades A\* - C in GCSE Welsh as a Second Language by 2020 will be the aim.

<b>Current situation:</b>		<b>Targets:</b>			
<b>2015-16</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
FPh: O6+	36.4%	40.4%	40.9%	41.4%	41.9%
KS2: 5+	35.3%	39.4%	39.9%	40.4%	40.9%
KS3: 6+	66.5%	68.6%	69.1%	69.6%	70.1%
KS4: A*/A	16.9%	17.8%	18.7%	19.6%	20.5%

#### **Objectives:**

1. Improve Welsh literacy skills.
2. Improve provision and standards in Welsh as a First Language.
3. Improve provision and standards in Welsh as a Second Language.
4. Increase the opportunities for learners of all ages to practice their Welsh outside the classroom.

#### **Supporting Statement :**

1. The National Literacy Framework (2012) plays an obvious role in the Authority's plans to improve pupils' literacy skills in Welsh. Additionally, one of the objectives in GwE's Literacy and Numeracy Strategy is to ensure that every pupil in every school

within the region has the necessary skills in language and number to succeed on their journey through school. Schools are supported by addressing literacy development in general as well as developing skills in Welsh. This is done by promoting learning communities and professional development that address relevant aspects.

2. The % that receive a Welsh first language assessment at the end of the key stages and the % that reach the expected levels/grades are good. However, we need to continue to improve and raise standards in Welsh and in this context every secondary school will be expected to use the language factions to plan linguistically to use Welsh as a teaching medium. It is anticipated that the cooperation between primary and secondary schools with regards to the mutual understanding of levels/assessments and the preparation of learner profiles to be accredited will assist this process
3. Results in Welsh as a Second Language in KS2 and KS3 are low. The target reflects the expectation of significant progress and is realistic. Note that the majority of individual school results will exceed the target. In the same way, maintaining a result of over 70% at the end of KS4 will set a challenge for schools.
4. Promoting the Welsh language is one of the Lifelong Learning Department's priorities. The department works alongside Menter Iaith Ynys Môn as a lead partner on the following aspects:
  - Promoting the advantages of a Welsh education.
  - Promoting Welsh courses for families and parents.
  - Raising the status of the Welsh language in the eyes of young people.
  - Training for the wider school workforce to improve language skills.

### **Outcome 6: Provision for Special Educational Needs (SEN) through the medium of Welsh**

**Aim:** Continue to ensure that 100% of services are available through the medium of Welsh.

**Objectives:**

1. Improve the provision for Welsh medium Special Educational Needs.

**Supporting statement:**

1. Anglesey's SEN services are provided primarily by the Special Educational Needs Joint Committee (SENJC), which is a joint arrangement with Gwynedd County Council. The SENJC staff include specialist teachers, educational psychologists, statement coordinators and administration/clerical staff. Consequently, pupils and their parents have access to a completely bilingual service and the whole process of creating SEN statements, including documentation, is offered to parents/guardians in Welsh or in English. This builds on the provision received through the referral scheme which is at work in the sector which is not maintained but financed.
2. There is complete compliance with the Code of Practice of SEN Wales. Equality of language provision is ensured in all services and parents' language preference is sought early on in the process of dealing with a child who has SEN. Assessments are conducted in the parents' chosen language and steps are taken to ensure that all involved in the process are made aware of the child's language requirements. Requirements are also complied with regarding the bilingual provision of individual teaching plans and all correspondence and written material is either bilingual or Welsh.



3. Welsh medium or bilingual resources are provided for the pupils. Welsh medium and bilingual provision is available for the whole range and diversity of SEN. A bilingual educational psychology service is provided for Special Schools and mainstream schools. One difficulty which may arise in the future is ensuring an adequate supply of bilingual educational psychologists.
4. It is expected that learning support assistants should be bilingual. Most of the training provided for them is also bilingual.
5. The Lifelong Learning Department has a service level agreement with SNAP. It is ensured during contact meetings with them that they are aware of their requirements from the perspective of the Welsh language.
6. As the Authority provides a bilingual SEN service, the need to “gauge the demand” is not relevant.

### **Outcome 7: Planning the workforce and Continuing Professional Development (CPD)**

**Aim:** That every member of the Authority’s education workforce is able to communicate effectively through the medium of Welsh to a level appropriate to the post.

#### **Objectives:**

1. Ensuring an adequate supply of practitioners for Welsh medium education.
2. Improving the language skills and methodology of practitioners.
3. Integrating considerations of the Welsh medium into all aspects on the ‘Improving Schools’ programme.

#### **Supporting statement:**

1. There were no vacant primary or secondary teaching posts which required the ability to teach through the medium of Welsh at the beginning of September 2016. This is also true of the teaching/classroom assistants for working through the medium of Welsh. When advertising posts, the Authority states that it is required for postholders to be able to communicate through the medium of Welsh and English to a suitable level for the post. Staff are encouraged to develop their language skills and are released, if necessary, to learn or to polish their skills. The ‘Teuluoedd Ysgolion’ scheme allows teachers and assistants to collaborate in developing language skills when the need arises.
2. GwE, in collaboration with other key stakeholders, have designed and prepared a comprehensive cross-sector Leadership Programme for the Region’s practitioners which is provided through the medium of Welsh, and bilingually. The Authority is committed to cultivating leadership capacity through encouraging and supporting every practitioner to develop their leadership potential and the leadership potential of other practitioners. Staff are encouraged to take advantage of these effective professional development opportunities.
3. All guidance given to the schools is available and provided by the authority through the medium of Welsh.

Signed:..... Date: .....

(Signature of the Chief Education Officer within the local authority required)

Appendix 1

Data

**Welsh in Education Strategic Plan for Anglesey**  
**2017-2020:**

**Action Plan**



**Language Strategy**

Objective:	Actions:	Responsibility:	By:	Success Criteria:	RAG		
					2017-18:	2018-19:	2019-20:
Welsh in Education Strategic Plan	<ul style="list-style-type: none"> <li>To draw up the Welsh in Education Strategic Plan for 2017-18. The plan to:                             <ul style="list-style-type: none"> <li>➤ respond to WG requirements and guidance</li> <li>➤ be consistent and in keeping with the Council Language Strategy</li> </ul> </li> <li>To consult with stakeholders on the 2017-20 WESP (draft)</li> <li>To confirm the WESP and present it to the WG</li> <li>To present the 2017-20 WESP together with the Action Plan and expectations to Head Teachers</li> <li>To present the 2017-20 WESP together with the Action Plan and expectations to school Governing Bodies</li> <li>All schools to state that the Welsh language is one of the main school priorities in the SDP, drawing up a three-year action plan and reviewing the plan on an annual basis</li> </ul>	Senior Education Officer	November 2016	The 2017-20 WESP approved by the Council and WG			
			December 2016				
			February 2017				
		Senior Education Officer	March 2017	The 2017-20 WESP together with the Action Plan presented to each school Governing Body			
		School Head Teachers	June 2017				
		School Head Teachers	July 18/19/20				



Language Policy	<ul style="list-style-type: none"> <li>• To review and revise the Council's Lifelong Learning Department Language Plan ensuring that it is consistent and in keeping with: <ul style="list-style-type: none"> <li>➤ The Council's Language Strategy</li> <li>➤ The 2017-20 WESP</li> </ul> </li> <li>• To consult with all the Council's schools</li> <li>• To confirm the Council Lifelong Learning Department Language Policy</li> <li>• To review the Policy on an annual basis</li> </ul>	Senior Education Officer	January 2017  February 2017  March 2017  July 18/19/20	The Lifelong Learning Department Language Policy approved by the Council Language Forum			
Schools' Language Policy	<ul style="list-style-type: none"> <li>• All schools to draw up a Policy ensuring that it is consistent and in keeping with the: <ul style="list-style-type: none"> <li>➤ Council Lifelong Learning Department Language Policy</li> <li>➤ Council Language Strategy</li> <li>➤ 2017-20 WESP</li> </ul> ensuring that the Policy has been: <ul style="list-style-type: none"> <li>➤ discussed with the School Council</li> <li>➤ approved by the Governing Body</li> <li>➤ shared with parents</li> <li>➤ included in the school prospectus</li> <li>➤ published on the school website</li> </ul> </li> <li>• All schools to present their language policy to the Council's Head of Learning</li> </ul>	School Head Teachers	May 2017          June 2017	All schools with a Language Policy which is consistent and in keeping with the Council Language Strategy and 2017-20 WESP			
Monitoring and evaluation	<ul style="list-style-type: none"> <li>• The Council Lifelong Learning Department's Language Policy reviewed on an annual basis</li> <li>• The Council's 2017-20 WESP Action Plan: <ul style="list-style-type: none"> <li>➤ monitored on an annual basis</li> </ul> </li> </ul>	Senior Education Officer    Head of Learning	June 18/19/20    July 18/19/20	The Lifelong Learning Department's Language Policy reviewed on an annual basis – and revised if appropriate  The Language Forum have scrutinised the 2017-18			

	<ul style="list-style-type: none"> <li>➤ An annual evaluation presented to the Council Language Forum</li> <li>➤ The Language Forum to scrutinise the implementation of the 2017-18 WESP</li> <li>• All schools to monitor the Language Policy, SDP priorities (Welsh) and the 2017-18 WESP Action Plan: <ul style="list-style-type: none"> <li>➤ Reporting to the Governing Body on an annual basis</li> <li>➤ Reporting annually on progress towards the 2017-20 WESP objectives and targets to the Council's Head of Learning</li> </ul> </li> </ul>	Language Forum School Head Teachers	July 18/19/20	WESP on an annual basis  The Head of Learning has scrutinised school progress towards the 2017-20 WESP objectives and targets			
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Outcome 1:	More seven-year-old children being taught through the medium of Welsh				Targets:		
					2017-18:	2018-19:	2019-20:
Objective:	Actions:	Responsibility:	By:	Success Criteria:	RAG		
					2017-18:	2018-19:	2019-20:
1	<p>Increase the number of seven-year-old children who are taught through the medium of Welsh</p> <ul style="list-style-type: none"> <li>• All schools have been clearly instructed regarding the Authority's expectations in relation to the language policy and language strategy in the February 2017 good practice meeting.</li> <li>• All <b>Welsh Medium</b> schools assess Yr 2 pupil Welsh language progress in June 2017.</li> <li>• The Authority to offer immersion training for 3-7-year olds for specific schools before the end of Mach 2017. Holyhead area.</li> <li>• Schools to invest in GwE oracy training giving consideration to oracy in the Foundation Phase in June 2017</li> </ul>	<p>Senior Authority Officer</p> <p>Primary Schools</p> <p>Senior Officer/ GwE</p> <p>GwE</p> <p>Primary Schools</p>	<p>June 2017</p> <p>February 9th</p> <p>June 2017</p> <p>March 2017</p> <p>June 2017</p> <p>July 2017</p>	<p>National and county expectations made perfectly clear to all Primary School Head Teachers</p> <p>95.7% of primary schools on Anglesey test pupils in Welsh at the end of the Foundation Phase in June 2017</p> <p>Immersion training targeted to raise the confidence of specific</p>			

	<ul style="list-style-type: none"> <li>GwE CA monitor the immersion provision through classroom visits and reporting on progress to the Authority, July 2017</li> <li>Target schools to collaborate on a school to school basis through planning suitable activities with schools already using immersion methods successfully. GwE opinion/data evidence.</li> </ul>		November 2017	<p>staff in the Holyhead area</p> <p>GwE monitoring reports note evidence of effective immersion method provision in all targeted school. 6% increase in the percentage of pupils making progress in Welsh by 2020</p> <p>Successful school to school partnerships and plans raising standards in Welsh in the FP</p>			
2	<p>Ensure that 21st Century School offers offer full consideration to Welsh-medium provision</p> <ul style="list-style-type: none"> <li>The Authority to work with Governing Bodies to set a definite strategic direction stating the requirement for each new school to be identified as a Welsh Medium School. [In accordance with the modernisation programme]</li> <li>The Authority to work with the various partners such as Menter Môn, to persuade communities to see the advantages of being fully bilingual.</li> <li>Shadow and permanent Governing Bodies to commit to the County Language Strategy and Policy and take supportive action to protect and develop Welsh Medium schools.</li> </ul>	<p>Senior Officers Education Authority</p> <p>Governing Bodies</p>	Immediately and in accordance with the modernisation programme	<p>Welsh is the linguistic status of 100% of newly opening schools</p> <p>All stakeholders have accepted the Welsh language status of each new school</p> <p>An increase in proficient Welsh communicators by 2020. Reach a 6%</p>			

				increase target.			
3	<p>Increase the ability to take advantage of Welsh-medium provision through immersion plans [and centres for late arrivals.]</p> <p>Early Years grant funding to provide immersion training in March 2017 [target schools, Holyhead area].</p> <ul style="list-style-type: none"> <li>• Target Schools strategic planning through prioritising Foundation Phase training and taking full advantage of the March and April 2017 immersion training.</li> <li>• Extending immersion training to schools outside of the Holyhead area through use of the Welsh Grant. June 2017</li> <li>• Head Teacher/SLT/Governing Body of each school to ensure that progress in Welsh is prioritised in SDP's from Summer 2017 onwards.</li> <li>• CA's monitoring progress in Welsh through scrutinising books, classroom observation, analysing data and reporting back to the Authority.</li> <li>• The Authority to continue with the financial commitment to support language centres so that they support pupils who are latecomers for 10 weeks and for three full terms.</li> <li>• The Authority/GwE to strengthen the use of Language Centre teacher expertise to lead on immersion method training in specific areas in Key</li> </ul>	<p>Senior Education Authority Officer GwE</p> <p>Schools</p> <p>Schools Education Authority</p> <p>Schools</p> <p>GwE</p> <p>Senior Authority Officer GwE</p>	<p>March 2017</p> <p>April 2017</p> <p>July 2017</p> <p>July 2017 November 2017</p> <p>April 2017</p> <p>March 2018</p>	<p>Intensive immersion methods in operation in all target schools during the Summer Term.</p> <p>Language strategy adopted and implemented in all schools.</p> <p>2% increase on the previous year in Welsh results in the FP by July 2018</p> <p>All school SDP's to prioritise the Language Strategy in Summer 2017 and to act according to their further development needs</p> <p>Evidence of progress through GwE monitoring reports</p> <p>Funding protected 2017-18 2018-19 2019-20</p>			

	Stage 2. Autumn 2017			Effective use of expertise			
4	<p>Target those schools who do not conform with Council's Lifelong Learning Department's Language Policy</p> <ul style="list-style-type: none"> <li>The Authority and GwE to offer an introduction to the Chairs of target schools on the County language strategy and language policy so that they have a better understanding of the expectations and the effect this will have on their school and pupils.</li> <li>The Authority and GwE to recognise the target school results during the first year will not reach the higher quartiles in Welsh in the Foundation Phase by Summer 2017.</li> <li>Recognition that it will be a challenge for some schools to reach the higher quartiles over two years in Welsh. [Summer 2018]. These schools will be provided with additional support.</li> <li>Schools to receive supportive guidance by GwE so that standards on Welsh deliver the Authority's ambition to have 95% of schools on Anglesey assessing in Welsh first language in June 2017 and that 100% of schools on Anglesey assess Welsh first language by June 2019.</li> </ul>	Senior Authority Officer GwE	June 2017	<p>The linguistic status of 100% of FP classes fully deliver the County's aims and objectives by 2019.</p> <p>Schools have confidently responded to the challenge of the strategy and have fully adopted the Language Policy.</p> <p>The number of pupils assessed in Welsh first language has increased. 100% by 2019</p> <p>5%+ increase in pupils scoring O5+ by 2020</p>			

<b>Outcome 2:</b>	<b>More pupils continuing to improve their Welsh skills on transfer from primary to secondary school</b>				<b>Targets:</b>		
					2017-18:	2018-19:	2019-20:
					73%	77.3%	80%
<b>Objective:</b>	<b>Actions:</b>	<b>Responsibility:</b>	<b>By:</b>	<b>Success Criteria:</b>	<b>RAG</b>		
					2017-18:	2018-19:	2019-20:

1	<p>To increase the percentage of Year 9 pupils assessed in Welsh (First Language)</p> <ul style="list-style-type: none"> <li>• Primary Language Co-ordinators in each catchment to check that Yr6 pupils who have succeeded in attaining 3+ in Welsh follow the Welsh language track in Year 7.</li> <li>• Each Secondary School to ensure that they adhere to the County language strategy and policy.</li> <li>• Each secondary school to carefully map its staffing structure by Summer 2018 so that the Welsh first language education provision is fully implemented in Key Stage 3 by 2020.</li> <li>• Through building on good practice from the primary schools, widely developing the Welsh Charter in Year 7. A continuous and powerful focus on the Welsh language in all secondary schools within classes, in the canteen and in the corridors.</li> <li>• To ensure that the Language Charter programme develops year on year with the cohort of pupils starting their secondary school career in September 2017.</li> </ul>	<p>School GwE</p> <p>Secondary and Primary Schools</p> <p>Secondary</p> <p>Secondary Schools</p> <p>Secondary Schools Officers Language Charter</p>	<p>June 2018</p>	<p>A higher percentage of pupils continuing on the same language track from Primary to Secondary School, September 2017</p> <p>Secondary Schools implementing the County Language Policy. By 2020, 80% of schools in the County will offer one language track in Key Stage 3.</p> <p>School staffing structures promote the County's targets. 100% of curricular subjects can be taught through the medium of Welsh.</p> <p>Clear Welsh ethos in all Secondary Schools.</p> <p>Pupils' Welshness is strong from the primary to secondary schools. Evidence from the School Councils, Urdd membership.</p>			
2	<p>Promotion of more effective transfer from the preschool period to statutory provision, between Key Stages 2 and 3 and Key Stages 3 and 4.</p>						

	<ul style="list-style-type: none"> <li>• Within the primary sector, and specifically the Foundation Phase, all schools to plan a definite partnership programme with parents and non-maintained establishments to sell the advantages of our communities' bilingualism. The Welsh image of all schools on Anglesey is strong. Introducing a transfer policy.</li> <li>• All catchments to ensure that their transfer policies fully consider the linguistic needs of all pupils along their educational journey and that those needs are always met to encourage proficiency in Welsh as well as in English.</li> </ul>	Primary Schools	June 2018	Consistency in the messages from 95% of schools by September 2018 and 100% by 2020			
		Primary/Secondary Schools	June 2017	Effective tracking of language cohorts with the aim of 80% of secondary schools keeping all transferred Yr7 pupils on one language track by 2020.			
	<ul style="list-style-type: none"> <li>• Secondary Schools recognising the good work done in the primary schools to immerse and keep pupils on the Welsh first language track for all pupils who have reached level 3+ at the end of KS2 in September 2017.</li> </ul>	Secondary Schools	January 2018	Secondary Schools setting a high level of challenge and clear expectations in order to protect and insist on the Welsh language for all school stakeholders.			
	<ul style="list-style-type: none"> <li>• Schools to prepare purposeful and structured CS3 to CS4 transfer plans so that 10% more pupils sit 2 Welsh Medium subjects at GCSE and that 5% more pupils sit 5 subjects through the medium of Welsh by 2020 where reasonably possible.</li> </ul>	Secondary Schools	June 2020	A higher percentage of pupils sitting the Welsh medium GCSE exam by 2020. An increase of 5%.			
3	<p>Promotion of a higher proportion of Welsh medium provision within bilingual schools.</p> <ul style="list-style-type: none"> <li>• Schools to identify appropriate opportunities where their Welsh medium provision can be increased within specific subject work plans.</li> <li>• Year on year increase in Welsh medium provision.</li> </ul>	Secondary Schools	Sept 2018	<p>Cross curricular increase in Welsh medium provision.</p> <p>At least one additional foundation subject offered every year.</p>			
	<ul style="list-style-type: none"> <li>• Offer of sabbatical training for teachers lacking in confidence in Welsh</li> </ul>	GwE		Increase in teacher Welsh			

				medium skills.			
4	<p>Promotion of the use of Welsh as a teaching and learning medium to increase the % identified in the A and B language cohorts.</p> <ul style="list-style-type: none"> <li>Schools to map the Welsh curriculum across the subject areas.</li> <li>Setting an achievable challenge – building on the percentage year on year.</li> <li>Monitoring methods measuring an increase in provision through scrutinising work books /checking teacher assessments / tracking attainment data at the end of each year.</li> <li>The Authority to use all schools’ end of year data as string evidence of progress for the Language Forum.</li> </ul>	<p>School</p> <p>GwE Authority</p> <p>Senior Officer</p>	<p>Sept 2018</p> <p>Sept 2018</p>	<p>All schools have a strategic direction to increase the percentage of pupils taught through the medium of Welsh across the subjects. Annual increase in provision in all schools.</p> <p>Strong provision raising standards to level 6,7 and 8 in Welsh by the end of Yr 9 5% more by 2019.</p> <p>Annual reports give a clear picture of the increase against the CSA.</p>			

Outcome 3:	More 14-16 students study for qualifications through the medium of Welsh				Targets:		
					2017-18:	2018-19:	2019-20:
					76.5%	78%	80%
Objective:	Actions:	Responsibility:	By:	Success Criteria:	RAG		
					2017-18:	2018-19:	2019-20:
1	<p>Increase the percentage of 14-16 students who are studying for qualifications through the medium of Welsh.</p> <ul style="list-style-type: none"> <li>All schools to ensure that all CS4 subjects are available through the medium of Welsh and English.</li> <li>All secondary schools to include a statement on language progression</li> </ul>	<p>School Head Teachers Secondary</p>	<p>Sept 2020</p>	<p>All KS4 subjects available through the medium of Welsh and English.</p>			



	<p>from KS3 to KS4 in their language policy and that increasing the numbers following qualifications through the medium of Welsh is one element of the main priority – the Welsh language in the SDP.</p> <ul style="list-style-type: none"> <li>• Raise the awareness of parents of Welsh medium education in KS4.</li> <li>• Aiming towards the expectation that all pupils who gain: <ul style="list-style-type: none"> <li>➤ Level 5 or higher in Welsh as a first language at the end of KS3 follow at least five subjects through the medium of Welsh in KS4</li> <li>➤ Level 4 in Welsh as a first language at the end of KS4 follow at least two subjects through the medium of Welsh in KS4</li> </ul> </li> </ul>		Sept 2020				
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Outcome 4:		More 14-19 aged students studying subjects through the medium of Welsh, in schools, colleges and work based learning				Targets:		
						2017-18:	2018-19:	2019-20:
Objective:	Actions:	Responsibility:	By:	Success Criteria:	RAG			
						2017-18:	2018-19:	2019-20:
1	<p>Ensure that provision for 14-19-year-old learners conforms with the Learning and Skills Measure (Wales) 2009</p> <ul style="list-style-type: none"> <li>• All schools to ensure that they conform with the Learning and Skills Measure (Wales) 2009</li> </ul>	Gwynedd and Anglesey Post-16 Consortium + 14-19 Network	July 17/18/19/20					
2	<p>Increase the percentage of 16-19-year-old students who study subjects through the medium of Welsh in schools.</p> <ul style="list-style-type: none"> <li>• All schools/college to ensure that all subjects for post-16 pupils are available through the medium of Welsh and English.</li> <li>• All schools/college to include a statement on language progression from KS4 – post-16 in their language policy and</li> </ul>	Gwynedd and Anglesey Post-16 Consortium	Sept 2020	<p>Availability of Welsh medium provision fully planned and implemented</p> <p>Language policy conforming with County requirements</p>				

	<p>that increasing the numbers following qualifications through the medium of Welsh is one element of the main priority – the Welsh language in the SDP</p> <ul style="list-style-type: none"> <li>Raising parents' awareness of post-16 Welsh medium education</li> <li>Raising students' awareness of opportunities in the local economy where use of the Welsh language is essential for work</li> </ul>	<p>Secondary Schools</p> <p>All Education Stakeholders</p>	<p>Sept 2020</p> <p>Sept 2018</p>	<p>Open evenings / handbook / newsletter / website are suitable methods of communicating opportunities to families</p>			
3	<p>Work through 14-19 area Networks and 14-19 Forums to maintain and improve Welsh-medium provision.</p> <ul style="list-style-type: none"> <li>Ensuring that Welsh medium education is one of the main priorities of the Gwynedd and Anglesey Post-16 Education Consortium and the 14-19 Network</li> <li>Welsh medium provision is a priority in the 14-19 Network in considering post-16 curricular provision</li> </ul>	<p>Secondary Schools and the Gwynedd and Anglesey Consortium</p>	<p>Sept 2019</p>	<p>Have a strategic action plan in place to promote post-16 Welsh medium education</p> <p>Effective collaboration within sectors to identify opportunities across the Island</p>			

Outcome 5:	More pupils and students with higher skills in Welsh				Targets:		
					2017-18:	2018-19:	2019-20:
Objective:	Actions:	Responsibility:	By:	Success Criteria:	RAG		
					2017-18:	2018-19:	2019-20:
1	Improve Welsh Literacy skills work.						
2	<p>Improve Welsh First Language provision and standards.</p> <ul style="list-style-type: none"> <li>All schools to give attention to improving standards in Welsh as a first language in each KS</li> </ul>	School Head Teachers		<p>An increase in the number of pupils:</p> <ul style="list-style-type: none"> <li>Gaining O6+ at the end of the FP in Welsh first</li> </ul>			

				<p>language</p> <ul style="list-style-type: none"> <li>• Gaining L5+ at the end of KS2 in Welsh first language</li> <li>• Gaining L6+ at the end of KS3 in Welsh first language</li> <li>• Gaining grades GCSE A*/A in Welsh first language</li> </ul>			
3	<p>Improve Welsh second language provision and standards.</p> <ul style="list-style-type: none"> <li>• Ensuring that appropriate second language Welsh provision is available for latecomers leading to a GCSE qualification available in all schools.</li> </ul>	School Head Teachers		Latecomer pupils gaining a relevant qualification			
4	<p>Increase opportunities for learners of every age to practise their Welsh outside the classroom.</p> <ul style="list-style-type: none"> <li>• All secondary schools to commit to 'Supporting Language Use Projects' (SLUP) and to promote the informal use of Welsh</li> <li>• All secondary and primary schools to include a statement on a Welsh ethos and culture in their handbook and that the promotion the informal use of the Welsh language is one element of the main priority – the Welsh language in the SDP</li> <li>• All schools, primary and secondary are fully committed to the Language Charter.</li> <li>• All schools to offer social opportunities such as the Urdd, Young Farmers etc.</li> </ul>		<p>Sept 2018</p> <p>Sept 2018</p> <p>Sept 2018</p>	<p>100% commitment</p> <p>Statement on the Welsh language in all handbooks</p> <p>The Language Charter implemented in the Secondary schools</p> <p>Extracurricular social clubs offered at least one evening a week for a term.</p>			

Outcome 6:	Welsh medium provision for Additional Learning Needs (ALN)				Targets:		
					2017-18:	2018-19:	2019-20:
Objective:	Actions:	Responsibility:	By:	Success Criteria:	RAG		
					2017-18:	2018-19:	2019-20:
1	Improve Welsh-medium Additional Learning Needs (ALN) provision.						

Outcome 7:	Workforce planning and continuous professional development (CPD)				Targets:		
					2017-18:	2018-19:	2019-20:
Objective:	Actions:	Responsibility:	By:	Success Criteria:	RAG		
					2017-18:	2018-19:	2019-20:
1	<p>Ensure an adequate supply of practitioners for Welsh-medium education.</p> <ul style="list-style-type: none"> <li>Raise awareness of post-16 pupils of career opportunities in education</li> <li>Collaboration with Teacher Training Universities to increase to a sufficient supply of practitioners</li> </ul>						
2	<p>Improve practitioners' language skills and methodology.</p> <ul style="list-style-type: none"> <li>All schools and education centres to encourage and hold language improvement sessions for staff</li> <li>Work with human resources to provide sabbatical courses</li> </ul>		Sept 2019				
3	<p>Integrate Welsh-medium consideration in every aspect of the 'School Improvement Programme'.</p> <ul style="list-style-type: none"> <li>All education sectors judged on their Welsh medium provision during GwE visits</li> </ul>	Authority and GwE	2017				



## Welsh in Education Strategic Plan – Anglesey

### Foundation Period:

- Pupil numbers in the CS cohort, and the number assessed in First Language Welsh:

FP	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Pupil Numbers:</b>	682	678	671	721	755	751
<b>Number Assessed in Welsh First Language</b>	469	510	468	520	539	544
<b>% Assessed in Welsh First Language</b>	68.7%	75.2%	69.7%	72.1%	71.4%	72.4%

- Performance at the end of the Foundation Period (% Literacy and Communication Skills – Welsh 1 5+) % of the number assessed in Welsh as First Language:

FP	Performance:			Targets:			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Anglesey</b>	88.1%	89.8%	86.2%	93.0%	93.2%	93.4%	93.6%
<b>GwE</b>	88.4%	88.8%	87.8%	94.4%	94.8%	95.3%	
<b>Wales</b>	89.8%	91.3%	90.7%				

- The Authority's FP Welsh First Language assessment position against other Authorities:

FP	2011-12	2012-13	2013-14	2014-15	2015-16
1	98.4	97.5	97.8	98.6	98.2
2	75.2	76.4	74.0	76.3	75.4
3	73.3	69.7	72.1	71.4	72.4
4	55.6	55.6	55.4	57.0	56.8
5	23.7	28.1	25.1	26.5	26.6
6	23.2	22.9	24.5	24.3	23.3
<b>Wales</b>	<b>21.9</b>	<b>22.4</b>	<b>22.2</b>	<b>22.2</b>	<b>22.0</b>
7	21.2	19.9	19.9	20.7	21.0
8	20.5	19.1	19.7	19.2	18.9
9	19.4	18.8	19.3	19.1	18.5
10	17.7	17.4	18.9	18.3	16.6
11	16.7	17.4	18.7	16.4	16.5
12	15.0	15.2	15.1	15.8	15.5
13	13.6	14.2	14.1	14.6	15.3
14	12.2	13.1	12.9	14.4	14.9
15	12.1	12.6	12.0	11.8	13.0
16	10.2	11.9	11.7	11.6	11.4
17	9.8	9.2	10.2	11.3	11.4
18	9.5	8.4	8.6	9.4	8.3
19	6.8	8.0	5.8	6.2	7.1
20	4.6	5.3	5.7	5.7	6.6
21	4.6	5.2	5.1	5.0	4.6
22	4.3	4.9	4.5	4.8	3.5

Wales
Anglesey

## Atodiad 1

### Key Stage 2:

- Number of pupils in the KS2 cohort, and the number assessed in Welsh as First Language:

KS2	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Pupils:	659	685	682	644	707	659
Number Assessed in Welsh First Language	530	572	508	468	494	478
% Assessed Welsh First Language	80.4%	83.5%	74.5%	72.8%	69.9%	72.5%

- Number of pupils assessed in Welsh as Second Language at the end of KS2:

KS2	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of pupils:	659	685	682	644	707	659
Number assessed in Welsh First Language	128	77	168	179	166	177
Number assessed in Welsh Second Language	19.4%	11.2%	24.6%	27.8%	23.5%	26.9%
Number who gained Level 4+	62	26	65	116	83	119
% who gained Level 4+	48.4%	33.8%	38.7%	64.8%	50.0%	67.2%

- Performance at the end of Key Stage 2 (% Welsh Level 3+ and 4+) - % of the number assessed in Welsh as First Language:

KS2	Performance:			Targets:			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Anglesey: 3+	94.6%	97.6%	96.9%				
Anglesey: 4+	83.4%	89.7%	88.0%	94.8%	95.0%	95.2%	95.4%
GwE (4+)	87.2%	89.7%	88.9%	96.4%	97.8%	99.1%	
Wales (4+)	88.1%	90.5%	90.8%				

## Atodiad 1

- The Authority's KS2 Welsh First Language assessment position against other Authorities:

KS2	2011-12	2012-13	2013-14	2014-15	2015-16
1	99.2	99.2	97.5	98.8	97.9
2	83.8	74.9	72.5	69.9	73.1
3	70.9	71.6	71.6	69.8	69.7
4	51.4	50.5	50.2	51.9	50.5
5	21.9	23.1	23.0	22.3	22.1
6	21.6	21.9	21.2	21.5	21.5
Wales	20.2	20.0	20.2	20.2	21.0
7	20.1	18.8	19.4	19.0	20.4
8	18.9	18.3	18.1	18.7	18.7
9	16.5	17.3	16.2	15.6	17.0
10	15.4	16.4	15.0	15.4	15.6
11	12.2	13.1	13.7	14.3	15.3
12	11.2	12.9	11.9	14.1	13.9
13	10.5	10.4	11.8	12.0	12.4
14	10.0	9.4	11.5	11.2	11.1
15	10.0	8.8	9.8	10.6	10.6
16	8.2	7.8	8.8	9.9	9.8
17	8.1	7.1	8.5	7.8	8.9
18	6.6	6.3	8.3	7.6	7.5
19	5.5	4.5	5.8	5.1	6.0
20	3.9	4.3	4.5	3.9	4.6
21	3.2	3.6	3.7	3.5	4.3
22	2.1	2.7	3.2	3.1	3.2

Wales
Anglesey



**Key Stage 3:**

- Number of pupils in KS3 cohort, and the number assessed in Welsh as First Language:

<b>KS3</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Number of pupils:</b>	736	664	685	622	660	661
<b>Number assessed in Welsh First Language</b>	466	431	423	418	428	445
<b>% assessed in Welsh First Language</b>	63.3%	64.9%	61.8%	67.2%	64.8%	67.3%

- Number of pupils assessed in Welsh as Second Language at the end of KS3

<b>KS3</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Number of Pupils:</b>	736	664	685	622	660	661
<b>Number assessed in Welsh Second Language</b>	270	233	262	204	232	216
<b>% Assessed in Welsh second language</b>	36.7%	35.1%	38.2%	32.8%	35.2%	32.7%
<b>Number who gained Level 5+</b>	181	154	199	156	180	148
<b>% who gained Level 5+</b>	67.0%	66.1%	76.0%	76.5%	77.6%	68.5%

- % of pupils who gained level 3 or higher in KS2 who had a Welsh First Language assessment at the end of KS3:

<b>KS2 → KS3</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>% of pupils who gained level 3+ at the end of KS2 who had a Welsh First Language assessment at the end of KS3</b>	77.9%	84.3%	81.3%	87.2%	82.9%	87.7%

- Performance at the end of Key Stage 3 (% Welsh Level 5+) - % of the number assessed in Welsh as a First Language:

<b>KS3</b>	<b>Performance:</b>			<b>Targets:</b>			
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Anglesey</b>	88.4%	93.2%	92.1%	92.8%	93.3%	93.5%	93.7%
<b>GwE</b>	89.9%	92.3%	92.9%	93.8%	94.8%	95.8%	
<b>Wales</b>	90.1%	90.9%	92.0%				

- The Authority's KS3 Welsh First Language assessment position against other Authorities:

KS3	2012	2013	2014	2015	2016
1	86.1	81.2	83.2	82.5	83.7
2	64.9	64.2	67.2	64.8	67.3
3	60.7	61.8	64.8	61.8	64.3
4	36.5	39.0	43.2	36.6	42.2
5	18.8	20.2	21.3	19.9	20.1
6	18.7	18.9	19.4	17.9	19.9
7	17.2	17.1	19.2	17.4	17.9
Wales	16.8	17.0	17.8	17.0	17.7
8	13.8	15.5	14.1	15.2	15.8
9	13.7	13.0	12.5	13.3	15.1
10	11.0	11.7	12.1	12.7	14.1
11	11.0	11.2	11.8	11.4	13.0
12	10.6	10.5	11.6	11.4	12.7
13	10.4	10.4	10.6	10.5	12.7
14	10.3	10.0	9.7	10.3	10.7
15	9.7	9.3	9.3	9.3	10.5
16	8.4	8.9	8.8	9.2	8.4
17	5.9	6.6	6.7	5.7	5.2
18	4.6	4.6	5.5	5.1	3.9
10	0.0	0.0	0.0	0.0	0.0
20	0.0	0.0	0.0	0.0	0.0
21	0.0	0.0	0.0	0.0	0.0
22	0.0	0.0	0.0	0.0	0.0

Wales

Anglesey

**Key Stage 4:**

- Number of pupils in KS4 cohort, and the number who sat Welsh First Language GCSE examination:

<b>KS4</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Number of pupils:</b>	687	712	721	640	668	599
<b>Number sitting Welsh First Language GCSE</b>	481	499	491	456	426	395
<b>% sitting Welsh First Language GCSE</b>	70.0%	70.1%	68.1%	71.3%	63.8%	65.9%

- Number of pupils in KS4 cohort, and the number who sat Welsh Second Language (full course) GCSE report :

<b>KS4</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Number of pupils:</b>	687	712	721	640	668	599
<b>Number sitting Welsh second language GCSE</b>	106	170	185	150	196	138
<b>% sitting Welsh Second language GCSE</b>	15.4%	23.9%	25.7%	23.4%	29.3%	23.0%

- Performance at the end of Key Stage 4 (% A\*-C Welsh First Language GCSE full course) - % of the number assessed in Welsh as First Language:

<b>KS4</b>	<b>Performance:</b>			<b>Targets:</b>			
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Anglesey</b>	71.6%	71.6%	77.5%	78.9%	79.6%	80.3%	81.0%
<b>GwE</b>	72.7%	75.6%	76.2%				
<b>Wales</b>	73.7%	75.1%					

- Performance at the end of Key Stage 4 (% A\*-C Welsh Second Language GCSE) - % of the number assessed in Welsh as Second Language:

<b>KS4</b>	<b>Performance:</b>			<b>Targets:</b>			
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Anglesey</b>	76.1%	81.3%	74.6%				85%
<b>GwE</b>							
<b>Wales</b>							

- % of KS4 pupils registered for Welsh First Language GCSE who studied for qualifications through the medium of Welsh:

## Atodiad 1

<b>KS4</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
% who studied 2+ through the medium of Welsh	69.7%	69.4%	73.4%	75.5%	88.8%	73.6%
% who studied 5+ through the medium of Welsh	48.7%	61.5%	68.1%	60.5%	47.6%	42.7%

### Foundation Period – Key Stage 4:

- % of pupils in each KS who were assessed in Welsh as First Language:

<b>KS</b>		<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>FP</b>	% Assessed in Welsh First Language	68.7%	75.2%	69.7%	72.1%	71.4%	72.4%
<b>KS2</b>	% Assessed in Welsh First Language	80.4%	83.5%	74.5%	72.8%	69.9%	72.5%
<b>KS3</b>	% Assessed in Welsh First Language	63.3%	64.9%	61.8%	67.2%	64.8%	67.3%
<b>KS4</b>	% sitting Welsh First Language GCSE	70.0%	70.1%	68.1%	71.3%	63.8%	65.9%

### Post-16:

- Number of Welsh and Welsh Second Language GCSE applicants at the end of KS4 who moved on to study Welsh First Language / Welsh Second Language to Advanced Level:

<b>KS4</b>		<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Wlsh1</b>	<b>Number of candidates (Wlsh1)</b>	481	499	491	456	426	395
	Number who go on to study Advanced Level.	20	24	27	23	27	20
	% who go on to study Advanced Level	4.2%	4.8%	5.5%	5.0%	6.3%	5.0%
<b>Wlsh2</b>	<b>Number of candidates (Wlsh2)</b>	106	170	185	150	196	138
	Number who go on to study Advanced Level.	3	4	3	5	4	4
	% who go on to study Advanced Level.	2.8%	2.4%	1.6%	3.3%	2.0%	2.9%

**Outcomes of Welsh in Education Strategic Plan – Anglesey**

Outcome		Current Situation:	
<b>Outcome 1</b>	Percentage of seven year old pupils assessed in Welsh as First Language at the end of the Foundation Period	72.4%	
<b>Outcome 2</b>	Percentage of Year 9 learners who are assessed in Welsh as first language at the end of KS3	67.3%	
	Percentage of Year 6 learners assessed in Welsh First Language three years earlier	74.5%	
	Effective transfer and linguistic continuity- Rates of language progression between: <ul style="list-style-type: none"> <li>Welsh-medium child-care settings in the non-maintained sector for children under 3 years of age and Welsh-medium/bilingual schools presenting the Foundation Period:</li> </ul>	XX%	
	<ul style="list-style-type: none"> <li>Welsh-medium child-care settings in the non-maintained sector for children under 3 years of age and non-maintained settings financed presenting the Foundation Period:</li> <li>Welsh-medium non-maintained settings financed and Welsh medium/bilingual schools:</li> </ul>	XX%	
	<ul style="list-style-type: none"> <li>Non-maintained childcare settings for pupils under 3 years of age and Welsh-medium non-maintained settings financed presenting the Foundation Period and then Welsh-medium/bilingual schools:</li> <li>The Foundation Period and Key Stage 2:</li> <li>Key Stages 2 and 3:</li> <li>Key Stages 3 and 4:</li> </ul>	93.7% 87.6% 94.5%	
	Secondary Schools: % Yr9 and Yr11 pupils who follow Welsh first language <ul style="list-style-type: none"> <li>Ysgol Syr Thomas Jones</li> <li>Ysgol Caergybi/Holyhead</li> <li>Ysgol Llangefni</li> <li>Ysgol Bodedern</li> <li>Ysgol David Hughes</li> </ul>	KS3: 90.2% 18.2% 99.2% 82.7% 78.0%	KS4: 98.8% 16.2% 91.7% 87.6% 66.7%
<b>Outcome 3</b>	Percentage of Year 11 pupils who are registered for GCSE Welsh First Language who study for 2 or more level 1 or level 2 qualifications through the medium of Welsh : <ul style="list-style-type: none"> <li>➤ Target for increasing this percentage by the end of the Plan</li> </ul>	73.6% 80%	
	Percentage of Year 11 pupils who are registered for GCSE Welsh first language who study for 5 or more level 1 or level 2 qualifications through the medium of Welsh:	42.7%	
	<ul style="list-style-type: none"> <li>➤ Target for increasing this percentage by the end of the Plan</li> </ul>	48%	

## Atodiad 1

<b>Outcome 4</b>	Percentage of Post- 16 students who study 2 or more subjects: <ul style="list-style-type: none"> <li>➤ Through the medium of Welsh</li> <li>➤ bilingually</li> </ul>	XX% XX%
<b>Outcome 5</b>	Improve the provision and standards of Welsh First Language: <ul style="list-style-type: none"> <li>• Percentage of end of FP pupils who attain at least Outcome 5: 86.2%</li> <li>• Percentage of end of KS2 pupils who attain at least Level 4 for teacher assessments in Welsh: 88.0%</li> <li>• Percentage of end of KS3 pupils who attain at least Level 5 for teacher assessments in Welsh: 92.1%</li> <li>• What is the percentage of end of KS4 pupils who attain grades A*-C in GCSE Welsh First Language : 74.6%</li> </ul>	
	Improve the provision and standards of Welsh First Language: <ul style="list-style-type: none"> <li>• Percentage of end of FP pupils who attain at least Outcome 6: 36.4%</li> <li>• Percentage of end of KS2 pupils who attain at least Level 5 for teacher assessments in Welsh: 35.3%</li> <li>• Percentage of end of KS3 pupils who attain at least Level 6 for teacher assessments in Welsh: 85.7%</li> <li>• What is the percentage of end of KS 4 who attain grades A*/A in GCSE Welsh First Language: XX%</li> </ul>	
	Improve the provision and standards of Welsh second language <ul style="list-style-type: none"> <li>• Percentage of end of KS2 pupils who attain at least Level 4 for teacher assessments in Welsh second language: 67.2%                             <ul style="list-style-type: none"> <li>➤ Target at the end of the plan: XX%</li> </ul> </li> <li>• Percentage of end of KS3 pupils who attain at least Level 5 for teacher assessments in Welsh second language: 68.5%                             <ul style="list-style-type: none"> <li>➤ Target at the end of the plan: XX%</li> </ul> </li> <li>• Percentage of end of KS3 4 pupils who attain grades A*-C Welsh Second Language Full Course GCSE : 74.6%                             <ul style="list-style-type: none"> <li>➤ Target at the end of the plan: 85%</li> </ul> </li> </ul>	
	Percentage of the Year 11 cohort who have registered for <ul style="list-style-type: none"> <li>➤ Welsh First Language GCSE: 65.9%</li> <li>➤ Welsh Second Language GCSE: 23.0%</li> <li>➤ Not registered for either or: 11.1%</li> </ul>	
	Welsh A level: <ul style="list-style-type: none"> <li>➤ Total number of students who follow Welsh First Language A Level 2016-17 as percentage of the Yr11 pupils Welsh Second Language GCSE 2015-16 registrations: 7.6%</li> <li>➤ Total number of students who follow Welsh Second Language A Level 2016-17 as percentage of the Yr 11 Welsh Second Language GCSE full course 2015-16 pupil registrations : 7.2%</li> </ul>	



## **The Isle of Anglesey County Council's Lifelong Learning Department**

### **Language Policy**

The Isle of Anglesey County Council's Lifelong Learning Department implements a bilingual policy through all the County's schools .

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

#### **Vision:**

That all Anglesey children and young people are able to communicate confidently by the end of KS2 and are proficiently bilingual at the end of their school career ensuring that no pupil is deprived of that ability or merit.

#### **Objective:**

That every pupil who goes through Anglesey's education system is completely bilingual by the end of their educational career and is confident to communicate in both languages equally in the world of work, culturally and socially.

#### **General Aim:**

1. To develop the ability of all the pupils and students to be confidently bilingual in order to enable them to be full members of the bilingual society of which they are part.

2. Increase the social use of Welsh amongst the educational workforce and children and young people who attend educational establishments within the Authority and also as a learning medium.
3. All the county's educational establishments reflect and strengthen the Language Policy in their administration, their social life and their pastoral procedure as well as in their curricular provision.

### **Specific Aims:**

1. **Early Years:** Ensure a purposeful and efficient nursery provision and organization by including immersion methods, that every pupil whatever his language background is given a firm foundation in Welsh in order to enable him/her to attain the objective of full bilingualism as soon as possible.
2. **Foundation Period:** Build upon the foundations set in the Early Years by continuing to develop the pupils' grasp of Welsh, and developing their skills in English by the end of the period.
3. **Key stage 2:**
  - Continue to develop the pupils' skills in both English and Welsh giving attention to developing their language skills in both languages ensuring - through purposeful planning - an equal level of bilingualism by the end of the Period;
  - for pupils who are Welsh learners in KS2, ensure that they learn Welsh as soon as possible through the Primary Language Centres
4. **Key Stage 3:**
  - Ensure that every pupil who has followed a Welsh first language track in the Primary sector continues to follow Welsh First Language and English in order to ensure appropriate continuity and continuation in both languages;
  - Increase the use of Welsh as a learning medium and the number of subjects taught through the medium of Welsh



- That there is appropriate and purposeful intervention for those pupils who do not attain level 3+ at the end of KS2 for them to continue to develop their language skills;
- for pupils who are Welsh learners in KS3, ensure that they learn Welsh as soon as possible through appropriate provision in KS3.

#### 5. Key Stage 4:

- Ensure that every pupil who has followed a Welsh First Language track in the Primary sector continue to follow Welsh First Language and English in order to ensure appropriate continuity and continuation in both languages;
- Ensure that all pupils study both English and Welsh as a subject until the end of Yr11 and sit an examination in an acknowledged qualification in both languages at the end of KS4;
- Increase the use of Welsh as a learning medium and the number of subjects taught through the medium of Welsh
- For pupils who are Welsh learners in KS4 ensure that they receive a Foundation in Welsh through appropriate provision by the end of the Period.

#### 6. Key Stage 5:

- Ensure that there are opportunities available for students to follow subjects through the medium of Welsh.
- Ensure that post-16 students have knowledge and understanding of Wales' cultural, economic, environmental, historical and linguistic characteristics through comprehensive language awareness programmes and enrich the Welsh Curriculum through all the Authority's schools, developing them to be confidently bilingual citizens in order to enable them to be full members of the bilingual society of which they are part.

7. **Special Education:** in the case of pupils with intensive learning difficulties a Headteacher is given the right – in consultation with the Lifelong Learning Department - to give individual consideration to every case, whilst ensuring that pupils have the necessary language skills for them to cope as adults within their communities.

## See also:

- Anglesey's Welsh Language strategy, 2016 - 2021
  - Anglesey's Welsh in Education Strategic Plan, 2014 – 2017
  - Anglesey's Welsh in Education Strategic Plan, 2017 – 2020
- Individual Schools' Language Policies

## Appendix 1

### Assessment Requirements:

**Foundation Period:** Every pupil (with the exception of latecomers who arrive at school after December 31 in their last year of the FP, namely Yr2) is expected to receive a *'Literacy and Communication Skills – Welsh' assessment*. The expected level is D5

**KS2:** Every pupil (with the exception of latecomers who arrive at school during the last year of KS2, namely Yr6) is expected to receive a Welsh First Language and English assessment at the end of KS2. The expected level is L4

**KS3:** Every pupil who received a First Language Welsh assessment in KS2 is expected to follow a first language track in the Secondary school. Every pupil (with the exception of latecomers who arrive in school during the last year of KS3, namely Yr9):

- who had a Welsh first language assessment in KS2
- who came to the County during the first two years of KS3 (namely Latecomers) is expected to receive a Welsh First Language assessment at the end of KS3. The expected level is L5.

**KS4:** Every pupil who received a Welsh First Language assessment in KS3 is expected to follow a first language track in the Secondary school's year 10 and 11. Every pupil:

- Who had a Welsh First Language assessment in KS3 – is expected to sit an acknowledged qualification in Welsh First Language at the end of KS4
- Who follows Welsh First Language GCSE, is expected to follow some of the other subjects through the medium of Welsh
- Who had a Welsh second language assessment yn KS3 –is expected either:
  - to 'Cross the bridge' to a first language track sitting an acknowledged qualification in Welsh First Language at the end of KS4; Or
  - to sit an acknowledged qualification in Welsh second language at the end of KS4
- Who arrived in school during KS4 to follow an appropriate course to give them a Welsh Foundation

**A pupil cannot be assessed as a second language pupil if he/she has been assessed as First Language in the prior Key Stage.**

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