

Isle of Anglesey County Council	
Report to:	Executive Committee
Date:	29/11/2021
Subject:	Welsh in Education Strategic Plan
Portfolio Holder(s):	Councillor R Meirion Jones
Head of Service / Director:	Rhys H Hughes, Director of Education, Skills and Young People.
Report Author: Tel: E-mail:	Owen Davies Senior Manager Primary Sector 07595176103 OwenDavies@ynysmon.gov.uk
Local Members:	

A –Recommendation/s and reason/s
<p>A1 – The Committee is asked to recommend to the Executive Committee the approval of:</p> <ol style="list-style-type: none"> 1) The Welsh in Education Strategic Plan 2022-2032 (Draft-In consultation) 2) Definition of the role of Catchment Language Co-ordinators. 3) Authorisation of the relevant officers, in consultation with the portfolio holder, to complete any further reviews of the draft strategy. <p>Reasoning</p> <p>Section 84 of The School Standards and Organisation (Wales) Act 20131 (“the 2013 Act”) requires a local authority to prepare a Welsh in Education Strategic Plan (“WESP”).</p> <p><i>The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013</i> (“the 2013 Regulations”) were the first regulations made under the section 87 powers. The Welsh in Education Strategic Plans (Wales) Regulations 20193 (“The 2019 Regulations”) replace those regulations and make provision for a local authority to prepare a ten-year Plan, the first to have effect from 1 September 2022, subject to the Welsh Ministers’ approval.</p> <p>The purpose of these regulations is to improve opportunities for local authorities to plan Welshmedium education provision in order to support the current and future expectation for growth in Welsh-medium education. Improving the planning of Welsh-medium education will also support our long-term national ambition for the Welsh language as set out in our <i>Cymraeg 2050: A Million Welsh</i> speakers strategy, your strategy for promoting the Welsh language in accordance with the Promotion Standards under the Welsh Language Standards (No. 1) Regulations 2015 and also the introduction of a new curriculum for Wales.</p> <p>CONTEXT</p> <p>Anglesey is starting a new chapter in how we plan Welsh in education. <i>Cymraeg 2050</i>: our strategy for a million Welsh speakers is the bedrock for this. Our contributions today, in implementing our Welsh in Education Strategic Plan over the next 10 years, will help us get to a million Welsh speakers. Every learner counts.</p>

A –Recommendation/s and reason/s

How we build our learners' language skills in Welsh will depend on the school model. Cymraeg 2050 is clear that Welsh-medium immersion - which is where the medium of teaching and learning is delivered wholly or predominantly through the medium of Welsh - is the most reliable model for creating Welsh speakers with the skills and confidence to use the language comfortably in their everyday lives. As the new curriculum is introduced, the role that English-medium education plays will become even more important in producing learners who can use Welsh and who want to use Welsh. Welsh belongs to us all.

Section 84 of *The School Standards and Organisation (Wales) Act 2013* ("the 2013 Act") requires a local authority to prepare a Welsh in Education Strategic Plan ("the Plan") and outlines that a Plan must contain:

- 4) A **local authority's proposals** on how it will carry out its education functions to:
 - a. Improve the planning of the provision of education through the medium of Welsh
 - b. ("Welsh-medium education") in its area; o Improve the standards of Welsh-medium education and of the teaching of Welsh
 - c. in its area;
- 5) The **local authority's targets** for improving the planning of the provision of Welsh medium education in its area and for improving the standards of that education and of the teaching of Welsh in its area;
- 6) **Report on the (annual) progress** made to meet the targets contained in the previous Plan or previous revised Plan.

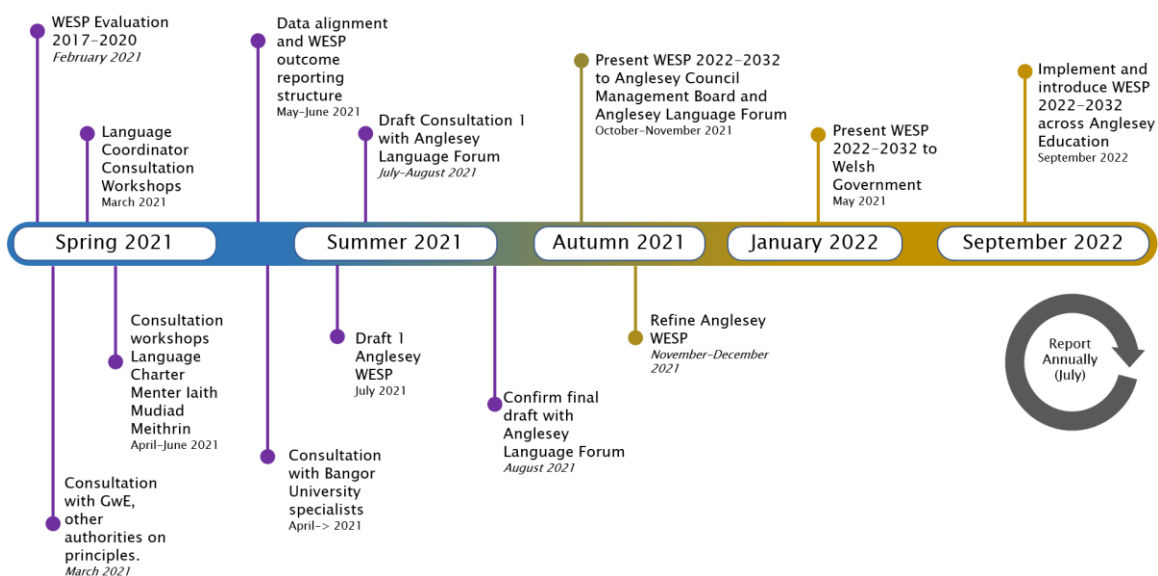
Section 84 also sets out with whom a local authority is required to **consult** in preparing or revising its Plan. To this end, Anglesey has produced a 10-year WESP in collaboration with stakeholders across the sector. Terms of Reference were drawn up for the work with a sub-panel for each outcome. An Education Officer was appointed to chair each sub-panel in accordance with relevant expertise and meetings were held with stakeholders representing a wide range of public sectors.

The meetings and wider communication were facilitated through the creation of the ["WESP Consultation"](#) website.

The following timetable was used.

A –Recommendation/s and reason/s

WESP Planning and Consultation Timetable 2022–2032



The planning and drafting the WESP benefited from the engagement and expertise of the Education Lecturer Mrs Gwawr Maelor Williams from Bangor University as a critical friend in the consultation process. This prioritised a pragmatic approach in addition to educational and pedagogical aspects within each outcome

The Content of the Welsh in Education Strategic Plan (WESP)

Outline of the 7 outcomes of the plan:

1. More children at nursery age/three years old being educated through the medium of Welsh.
2. More children at reception class age/5 years old being educated through the medium of Welsh.
3. More children continuing to improve their Welsh language skills when transferring from one stage of their statutory education to the next.
4. More learners studying for qualifications in Welsh (as a subject) and other subjects through the medium of Welsh.
5. More opportunities for learners to use Welsh in various contexts in school.
6. Increase in the provision of Welsh medium education for students with additional learning needs in accordance with the duties prescribed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
7. Increase in the number of teaching staff which are able to teach Welsh (as a subject) and teach through the medium of Welsh.

Each of these outcomes will be overseen by a chaired sub-panel (Education Officer). The subpanel will meet twice a year and will report to the Education and Data Officers in order to formulate an annual report (see the strategy).

A –Recommendation/s and reason/s

Update on the Welsh Language within Anglesey’s Education System 2021

A verbal report was given by the Primary Senior Manager on the Welsh Language within the Education System in Anglesey, and the following points were noted in particular. Reference was made to the 10 Catchment Area Coordinators (5x Primary Coordinators and 5x Secondary Coordinators). It was noted that the Coordinators are responsible for leading cluster plans and supporting the catchment areas, and contributing to Authority meetings, which include GwE and Siarter Iaith (Welsh Language Charter) officers. Cluster plans were drawn up in December 2020, and the Welsh Government distributed £7,000 to each cluster for the period January-July 2021.

It was noted that it is the responsibility of the Catchment Area Coordinators to draw up plans for the region, and to disseminate expertise across the wider region and monitor the Welsh language situation. It was noted that there is close collaboration between GwE officers and Welsh Language Charter officers. Reference was made to the regional plans and structures which support the Welsh Language, namely the Regional Working Group, the [Welsh Language Fast Track Plan](#), the Welsh Language Charter Pilot Project and the [Caru Iaith \(Love for the Language\) Microsite](#).

Reference was made to the pilot work taking place in 4 schools which focuses on language recovery through a unique scheme in collaboration between the Learning Service, schools and the Welsh Language Charter officer. The scheme is now available online to all Anglesey schools. The schools receive appropriate resources in order to develop the spoken language recovery provision. It is the intention of the four schools to share their experiences and plans by training other teachers on the Island in order to focus on language recovery on the playground and more widely across all schools.

The Learning Service’s contribution to Anglesey’s language profile and participation in a consultation on categorising schools was also noted.

Reference was made to the two language centres on the Island. It was noted that the centres have now been able to welcome children back for face-to-face learning, with virtual lessons also continuing on Google Classroom. Reference was made to the waiting list for attending the Centres and it was noted that these individuals are able to access lessons and the provision on Google Classroom, and that the priority currently is to finish with the current class of students and welcome a new class in May 2021.

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

No other options were considered. The proposals are determined by Section 84 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") requires a local authority to prepare a Welsh in Education Strategic Plan ("CSGA").

C – Why is this a decision for the Executive?

Section 84 of The School Standards and Organisation (Wales) Act 20131 ("the 2013 Act") requires a local authority to prepare a Welsh in Education Strategic Plan ("WESP").

C – Why is this a decision for the Executive?

The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013 (“the 2013 Regulations”) were the first regulations made under the section 87 powers. The *Welsh in Education Strategic Plans (Wales) Regulations 2019* (“The 2019 Regulations”) replace those regulations and make provision for a local authority to prepare a ten-year Plan, the first to have effect from 1 September 2022, subject to the Welsh Ministers’ approval.

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

Dd – Assessing the potential impact (if relevant):

1	How does this decision impact on our long term needs as an Island?	WESP is in line with the Council's plan and the WG scheme - one million speakers..
2	Is this a decision which it is envisaged will prevent future costs / dependencies on the Authority? If so, how?	Irrelevant
3	Have we been working collaboratively with other organisations to come to this decision? If so, please advise whom.	Yes. The draft WESP strategy is the result of purposeful collaboration with Anglesey Language Forum and others. Details of the executive board, and sub-panels are included in the strategy document.
4	Have Anglesey citizens played a part in drafting this way forward, including those directly affected by the decision? Please explain how.	The interests of the citizens of Anglesey were represented in consultation with members of the Anglesey Language Forum, Anglesey Schools, and key partners. Further detail may be found in the strategy.

Dd – Assessing the potential impact (if relevant):

5	<p>Note any potential impact that this decision would have on the groups protected under the Equality Act 2010.</p>	<p>The strategy will outline how the Council intends to create intentional Welsh-medium education opportunities for children, support for staff and education institutions on Anglesey.</p> <p>The purpose of these regulations is to improve opportunities for the Council to plan the provision of Welsh-medium education in order to contribute to achieving the expectation of the growth of Welsh-medium education, both now and in the future. Improving the planning of Welsh-medium education will also contribute to the achievement of our long-term national ambition for the Welsh language set out in our Welsh language strategy 2050: A million speakers, your strategy for promoting the Welsh language in accordance with the Promotion Standards under the Welsh Language Standards (No. 1) regulations 2015 and the introduction of a new curriculum for Wales.</p>
6	<p>If this is a strategic decision, note any potential impact that the decision would have on those experiencing socio-economic disadvantage.</p>	<p>Research shows that bilingualism can have a positive impact on children's development and academic attainment. Increasing language transmission and immersion rates and creating opportunities to learn the language are some of the main objectives of the draft promotion strategy.</p> <p>These opportunities can in turn have a positive impact on the socio-economic circumstances of some residents by offering them the opportunity to develop Welsh language skills and apply for better jobs where proficiency in the language is advantageous.</p>
7	<p>Note any potential impact that this decision would have on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.</p>	<p>The purpose of the draft Welsh in Education Strategic Plan is to outline how the Council intends to promote Welsh-medium Education and facilitate its wider use on Anglesey. Its implementation will lead to increased opportunities to use the language locally and contribute to the Welsh Government's target of a million Welsh speakers by 2050. This is consistent with the core principles of the Welsh Language (Wales) Measure 2011, namely:</p> <ul style="list-style-type: none"> • Welsh should not be treated less favourably than the English language in Wales; and

Dd – Assessing the potential impact (if relevant):

	people in Wales should be able to live their lives through the medium of Welsh if they wish.
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E – Who did you consult?		What did they say?
1	Chief Executive / Senior Leadership Team (SLT) (mandatory)	The Chief Executive was consulted as part of the drafting process. The annexes of the report were laid before the SMT during its meetings on 20 October and 8 November 2021. The comments of SM members were incorporated after those meetings were fully followed.
2	Finance / Section 151 (mandatory)	See above
3	Legal / Monitoring Officer (mandatory)	See above
4	Human Resources (HR)	Irrelevant
5	Property	Irrelevant
6	Information Communication Technology (ICT)	Irrelevant
7	Procurement	Irrelevant
8	Scrutiny	The annexes of the report for The Executive Committee's approval were recommended by the Scrutiny Committee at its meeting on 9 November 2021.
9	Local Members	Irrelevant

F - Appendices:

Welsh in education Strategic Plan 2022-2032
Catchment Language Co-ordinator job description

Ff - Background papers (please contact the author of the Report for any further information):[Welsh in Education Strategic Plans](#)

If you require additional background information, more contact me for the following publications.

- Welsh Language Policy
- Transferring the Welsh language and its use in families
- Welsh Language Strategy 2016-2021
- Assessing the attainment of the five-year strategies: Effective practice advice document

WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority

Anglesey

Period of this Plan

September 2022 - July 2032

This Welsh in Education Strategic Plan is made under Section 84 of *The School Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019¹⁻²*. We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: **Iz Howard** Date: **31.10.2021**

(This Plan needs to be signed by the Chief Education officer within your local authority)

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

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

Notes to help you

You will need to outline your local authority's Welsh-medium education vision of the next ten years and the main strategic objectives for this period. Demonstrate how you will achieve Outcomes 1 to 7 with reference to the Guidelines.

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

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

This part sets out the statutory requirements for what must be included in your Plan (as outlined in the Schedule of the Welsh in Education Strategic Plans (Wales) Regulations 2019). In addition to your overarching 10 year target, some statements in the Schedule require you to set other targets, and if so, please refer to those here.

Our ten year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

Foreword

I am pleased to announce **Anglesey's Welsh in Education Strategic Plan 2022-2032**. This vital Plan reflects our aim as a Council, which is to work towards a healthy and prosperous Anglesey where families will thrive.

The Plan sets out clear leadership and commitment to ensure that Anglesey learners receive the best possible opportunities in order to create the environment for everyone to experience success and achieve the highest possible standards. It is also in line with our vision of ensuring a Welsh-medium and bilingual education system that puts the needs of all our learners at the heart of our provision.

Delivering the Plan will help the people of Anglesey thrive and fulfil their long-term potential to sustain the language, culture and economy locally and provide for our pupils for the future. All our stakeholders, including Council departments, schools and wider partners commit to achieving all the objectives of the Welsh in Education Strategic Plan and thereby support the Welsh Government's strategy to achieve the goal of a million Welsh speakers by 2050.

- Councillor Meirion Jones, Education, Culture and Libraries Portfolio Holder

Anglesey's Vision:

That all pupils who go through Anglesey's education system are fully bilingual by the age of 16 and are confident to communicate in both languages equally in the world of work, culturally and socially.

Anglesey's Welsh in Education Strategic Plan 2022 – 2032

This is Anglesey's vision for Welsh-medium and bilingual education for the next ten years. The plan makes the learner central and considers the journey and experience of all learners through the journey of their education. The plan is co-planned with partners across the sectors. This strategic plan is co-written with stakeholders and sets out a clear path for the next ten years to ensure that all learners on Anglesey achieve the highest standards in order to sustain the language, culture and economy locally. Local Authority departments, schools and wider partners are fully committed to the Anglesey Welsh in Education Strategic Plan (Anglesey WESP). The Anglesey WESP complements and supports the Welsh Government's strategy of a million Welsh speakers by 2050, by working strategically with schools, partners and WESP structures to ensure that there are opportunities at all stages of an individual's education to learn and use Welsh.

As an annex to this plan, an Action Plan will be drawn up detailing the actions in order to achieve the stated aim and objectives. The plan is appraised annually and progress reported to the Education Scrutiny Committee and the Anglesey Language Forum. As part of the Forum's remit they will be expected to scrutinise the implementation and impact of the plan.

Contact

If you would like more information about the Welsh language, or the Welsh in Education Strategic Plan, you can contact:

Mr Owen Davies
Uwch Swyddog Sector Cynradd
Cyngor Sir Ynys Môn
Swyddfeydd y Cyngor, Llangefni
Ynys Môn
LL77 7TW
Ffôn: (01248) 750057

Mr Rhys Howard-Hughes
Cyfarwyddwr Addysg, Sgiliau a Phobol Ifanc
Cyngor Sir Ynys Môn
Swyddfeydd y Cyngor, Llangefni
Ynys Môn
LL77 7TW
Ffôn: (01248) 750057

Outcome 1:

More nursery children/ three year olds receive their education through the medium of Welsh

Where are we now?

Background

All 3 year olds have been offered free half-time education. That education can be provided either in a maintained school or in a funded setting. The Isle of Anglesey County Council's Early Years Development Plan ensures nursery education provision from the beginning of the term following a child's 3rd birthday. The specific objective of the Isle of Anglesey County Council's nursery education is to ensure that all children are given a sound foundation in Welsh to enable them to reach the goal of full bilingualism in due course.

The Isle of Anglesey County Council's Education Authority supports provision for children from the age of 3 upwards through one of two ways:

They are supported via grant funds on the understanding that the settings operate the Authority's Language Policy.

The schools are funded through the Fair Funding formula to maintain a nursery classes.

The standard of Welsh language provision in non-maintained settings was evaluated during the **Summer Term 2019**. The provision was judged to be very good or excellent in 20 settings, good in 12 settings and unsatisfactory in 3. These 3 settings are part of an improvement and training plan.

The strategic aim of the Learning Service on Anglesey is to strengthen collaboration between the service and the playgroups to ensure that all Early Years settings provide a sound foundation for the Welsh language.

Through the work system of schools and Early Years organisation support officers, accountability processes are in place to ensure that all children receive a Language, Literacy and Communication skills assessment in Welsh on entry, at the end of part-time nursery education and at the end of the Foundation Phase. We will continue to ensure suitable provision to allow all pupils to develop into bilingual proficiency.

What provision currently looks like:

Supported through the Early Years grant are 36 non-maintained locations – 25 through Mudiad Meithrin and 4 through EYW playgroups.

Type	Number of non-maintained locations 24.9.21	Percentage that provide through the medium of Welsh/bilingually
Cylchoedd Meithrin	32	100%
EYW	4	100%
	Total 36	

37/40 of our primary schools are also funded via the Fair Funding formula to maintain a nursery class.

Type	Number of non-maintained locations 24.9.21	Percentage that provide through the medium of Welsh/bilingually
Primary Schools	38	100%
Foundation School	1	100%
Voluntary Aided Catholic School	1	100%
	Total 40	

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Statement

As a follow-up to the *o'r Crud i'r Byd* programme and the Welsh for Families Partnership; purposeful and appropriate education for nursery / three-year-olds is ensured. Immersion methods are included for all children; whatever their linguistic background, to ensure a sound foundation in Welsh from the outset.

The percentage of 3 year olds receiving non-maintained NURSERY education through the medium of Welsh or bilingually: 100%

The percentage of 3 year olds receiving NURSERY SCHOOL education through the medium of Welsh or bilingually: 100%

The sub-panel for this outcome has met and is fully committed to the following objectives.

Objectives:

1. Continue to support the number of 3-year-olds receiving education through the medium of Welsh as more families choose to take advantage of Welsh-medium provision.
2. Develop the strategic planning with Mudiad Meithrin, support teachers and other partners.
3. Extend the strategy to the Flying Start programme and support private sector organisations.
4. Continue to support a number of Early Years providers who have the skills and the ability to offer the highest standard of education and care experiences through the medium of Welsh.
5. Target support and training towards Early Years providers who are not yet able to fully comply with the Learning Service's Language Policy.
6. Support the workforce through Early Years support teachers and facilitate professional development.
7. Support with providing parents with tools.

Action Targets:

1. Workforce development e.g. raising skills/workforce levels by using the knowledge of Early Years support teachers to support access to Welsh language learning courses, raising confidence in Welsh, language refresher and so on.
2. Learning Service and Children's Services to communicate the strategy with private sector settings to raise awareness, the expectations of the WESP while also

offering all resources and support for the development of the Welsh language in private sector care settings.

3. Target deprived areas and some coastal areas by working with Mudiad Meithrin, support teachers, Language Charter Officer and others to ensure that the workforce receives support and training, and that parents receive clear information about our strategy including the opportunities and benefits of Welsh-medium education.
4. Use Bangor University's ARFer framework to facilitate the use of Welsh in the workforce based on the needs of Early Years care groups and sites.
5. Work with stakeholders to increase the numbers of BTEC Health and Social students. Work with providers to offer training for parents - home immersion methods.
6. Develop an Anglesey parent support website to support the strategy by promoting language awareness, opportunities to learn the language and the needs of the local economy and the region.

Supporting statement

The Authority recognises that there are clear benefits in working closely with Welsh for Families partnerships in order to lay a firm foundation to get more nursery / three-year-olds to receive their education through the medium of Welsh. Organisations such as Clybiau Cwtsh, Ti a Fi, Flying Start, libraries, health and others are recognised as a key opportunity to inspire the benefits of Welsh-medium education for all of Anglesey's families. Good progress has been made in recent years to raise the numbers of Welsh-medium nursery education settings by working with Mudiad Meithrin on a Set up and Succeed scheme. The Authority, however, recognises that Welsh language provision needs to be further supported in some deprived areas and in some areas on the coast. Investing in the workforce is an investment for our future. We aim to attract more quality practitioners into the profession by working with stakeholders such as Careers Wales, Coleg Llandrillo Menai and others to raise the profile and status of the workforce. Any new schemes introduced, such as proposals for 21st Century Schools, will be subject to the requirements of the Authority's Language Strategy and the Language Policy of the Council's Learning Service. The Authority will continue to offer sabbatical training to its employees who lack confidence in Welsh in specific areas.

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

Realising the following

The Authority has established a relationship of working together with the providers of the private nurseries to promote the linguistic objectives of the Language Policy through teachers and Early Years support officers.

The recognised qualifications and pay of Early Years workers will have risen and reflect the importance of their role in supporting children and their linguistic development.

1. Workforce development e.g. raising skills/levels of the workforce by using the knowledge of Early Years support teachers to support access to Welsh language learning courses, raising confidence in Welsh, language refresher and so on.
2. The sub-panel has been established and will take action and report annually.
3. Use Bangor University's ARFer framework to facilitate the use of Welsh in the workforce based on the needs of Early Years care groups and sites.
4. Work with stakeholders to increase the numbers of BTEC Health and Social students. Work with providers to offer training for parents - home immersion methods.
5. A website has been established to support this outcome.

Key Data

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028	

Outcome 2

More reception class children/ five year olds receive their education through the medium of Welsh

Where are we now?

Since 2017, the County has successfully persuaded all of its primary schools that under the Authority's control to follow the County's Admissions Policy and undertake a Welsh first language assessment in the Foundation Phase and at Key Stage 2.

This has had an impact on the increase in the numbers of pupils receiving Welsh first language assessment as all catchment areas of Anglesey assess in Welsh.

Nifer o ddalgylchoedd	Nifer y disgyblion sy'n derbyn asesiad Cymraeg iaith gyntaf
5	100%

Context

Between March and the end of July 2020, Language Centre staff created and adapted digital resources and created and held classes for the latecomers on Google Classroom. This resource was developed weekly and engaged learners with educational content and resources.

In addition, over this period the team took advantage of training in the use of a range of digital media by the Learning Service and GwE. These opportunities were valued and provided a sound basis for empowering centre teachers to develop existing resources for all sectors of Anglesey's education. Development and training continues and reflects the way in which schools have evolved from distance learning to blended learning.

During 2020, the Learning Service supported organisations by developing a [Caru Iaith](#) website which gives all of the island's organisations access to immersion and language development resources. The purpose of the website is to support schools by communicating current messages and resources to parents, such as a Homework Guide and wider resources from the [Anglesey Welsh for Families Partnership](#). In addition to these resources, the [Cynllun Carlam y Gymraeg](#) website has been developed in conjunction with officials of the Learning Service, Language Charter and GwE.

Since September 2020, the Language Centres worked on developing Google Classroom for all teachers to ensure that quality language development resources were available to all schools.

The need to further improve and develop teachers' capacity and skills in immersion methods has been prominently addressed recently and particularly so when looking at workforce development, this programme will be developed and expanded through cross-sector collaboration.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Context

Percentage of Year 0 learners educated through Welsh as a first language:

Number of primary education settings in Anglesey	Percentage of establishments that provide education through the medium of Welsh
40	95% 38/40

Objectives

1. Build on the solid foundation laid in the nursery phase and work continuously in partnership with all families and agencies to support, inspire and develop all pupils' grasp of the Welsh language.
2. Language coordinators will lead on transfer processes and cluster plans in order to support the outcome.
3. Increase the percentage of Reception Year pupils educated in Welsh.
4. Ensure effective transition between pre-school, nursery education and statutory school provision.
5. Develop and support the workforce through an ongoing programme of language teaching pedagogical training such as immersion pedagogy, translingualism and bilingualism.
6. Continue to ensure 100% of Welsh-medium provision under the control of the Council's schools.

Implementation targets

1. Workforce Development e.g. raising skills / levels of the workforce by using the knowledge of Early Years support teachers to support access to Welsh language learning courses, raising confidence in Welsh, language refresher and so on.
2. The sub-panel will take action and report annually.
3. **2022-2027** - Workforce development through the **Primary and Secondary Workforce Training Programme** by the Language Centre, Language Charter and Bangor University. These modules are conducted through Blended Learning which interweaves face-to-face approaches with virtual elements. The programme is held annually through the language co-ordinators of each catchment area for specific groups. Bangor University to facilitate operational research and report to outcome sub-panel 2. Develop and innovate immersion in a Curriculum for Wales. There will be a certificate for all members who have attended and there will be a certificate to the school after evidence that the principles are interwoven into the work of a Curriculum for Wales.

Years	Target Groups – Workforce Immersion and Translingualism Training	
2022-2024	Primary Teachers	75%
	Secondary Teachers	25%
	NQT Teachers	100%
	ALN Teachers	25%
	Assistants	100%
2024-2027	New and NQT teachers have received immersion training	100%
	Secondary teachers	100%
	ALN teachers	100%

4. Pilot the use of technology to offer virtual support to all schools in Anglesey through members of the Language Centres. Innovation through virtual use to support the Centre's aftercare work.
5. Maintain and evaluate cluster plans seasonally through the establishment of an operational Outcome 2 sub-panel which includes Catchment Co-ordinators, Learning Service Officers, GwE and the Language Charter.
6. Use the experimentation period 2020-2021 to establish a 10-year project to further develop the work with the Language Charter to ensure that the Welsh language is visible and audible in all aspects of the school's work across the Primary and Secondary sector. A Language Charter Co-ordinator is in place in each catchment area and is accountable for checking standards and producing a progress report to the relevant officer of the Authority including:
 - i. *Offering and evaluating a training programme.*
 - ii. *Supporting the model of self-evaluation of the impact of Language Charter activities at school level.*
 - iii. *Supporting schools to embed the Language Charter and related programmes as part of the implementation of the Curriculum for Wales.*
 - iv. *Strengthening the involvement of the Language Charter with parents.*
 - v. *Co-planning and working more strategically with external/community organisations in terms of giving experiences of the Welsh language to children and particularly young people.*
 - vi. *Holding a celebration as an island - primary and secondary in terms of Charter successes.*
7. Evaluate the support that the Language Centre is preparing, by working with Bangor University to establish active research enquiry pathways to evaluate pedagogical and impact aspects.

Supporting statement

The Authority, schools and partners are fully committed to ensuring that all pupils who receive their education in the county have a complete mastery of the Welsh language at the end of their educational career. The Authority's vision is that it is the 'right of the child' is to be able to communicate fluently in both languages allowing them to be a full part of the bilingual society in which we all live. All pupils should be proficient bilingually to be able to communicate, work and be fully involved in the culture of this area and the provision of information to all stakeholders is essential to the success of that process.

The Authority is keen to continue and further develop work with the Language Charter to ensure that the Welsh language is visible and audible in all aspects of the school's work across the Primary and Secondary sector. A Language Charter Coordinator is in place in each catchment area and is accountable for checking standards and producing a progress report to the relevant Authority officer.

The need to further improve and develop teachers' capacity and skills in immersion methods has been prominently addressed recently and particularly in looking at workforce development. A strategy is in place to produce an immersion training programme for the island's NQTs, teachers and assistants.

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

Objectives

1. That 100% of Reception year pupils receive their education in Welsh.
2. That there is a robust process of effective transition between pre-school, nursery education and statutory provision in a school.
3. That the workforce has developed resilience and sound skills through an ongoing programme of language teaching pedagogical training such as immersion pedagogy, translanguaging and bilingualism.
4. Continue to secure 100% of Welsh-medium provision under the management of the Council's schools.

Action Targets

- Language coordinators and schools continue to harmonize this outcome in collaboration with the sub-panel.
- Ensure that all new learning and support staff receive the workforce training programme.
- That the workforce delights in good quality immersion skills through professional learning and research in collaboration with Bangor University's School of Education and Human Sciences and CIEREI. This collaboration will be important in evaluating and creating training.
- A directory of good practice in immersion education and home and school contact.

That parents, children and stakeholders are eager to take advantage of every opportunity to have bilingual skills and see this as a right that is deserved for the next generation.

Key Data

Numbers and % of 5-year olds receiving their education through the medium of Welsh

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

Outcome 3

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

Where are we now?

100% of Anglesey pupils continue to receive Welsh-medium provision in Year 7.

Strategies are already in place to develop cooperation between primary and secondary schools in terms of Welsh/transition.

Each Catchment Language Coordinator works closely each year with the secondary schools to implement the KS2-KS3 transition plan. This partnership ensures that learners have the best possible experiences when learning about the secondary schools and there are successful transition modules in each catchment area.

As part of the role of the Language Coordinator, information about pupils from each school is regularly discussed and monitored in Year 7 to ensure that all children who have received Level 3 in Welsh receive first language Welsh education. In future, the coordinators will increasingly work with the officers of the Authority, GwE and Language Charter to develop and strengthen the transfer process.

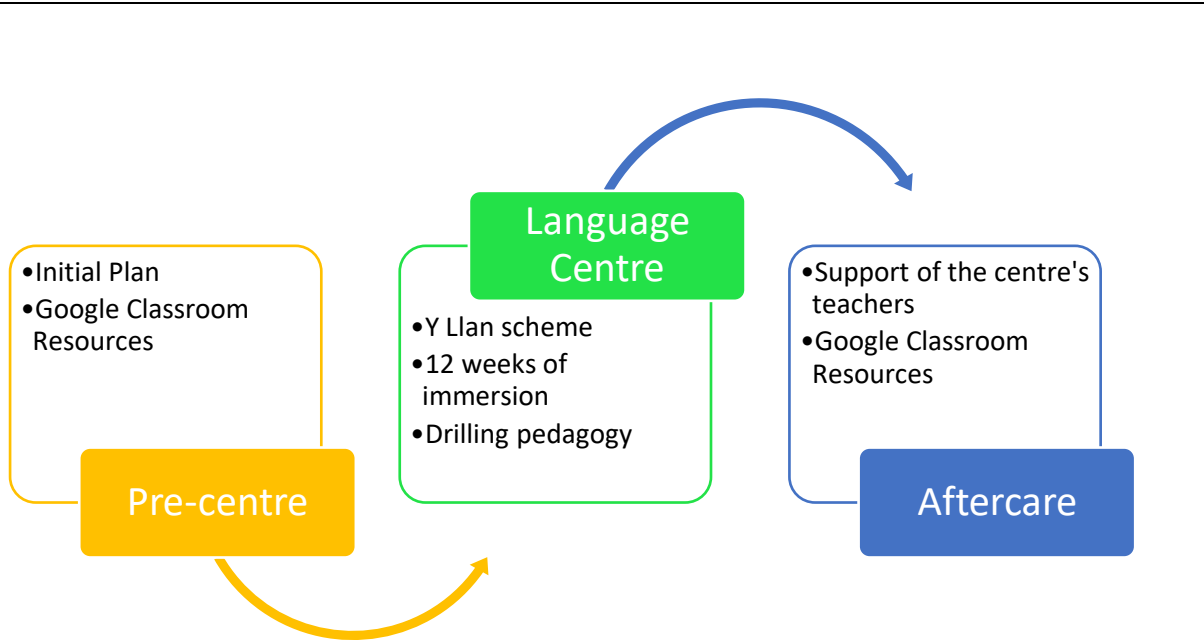
The advent of the Cwricwlwm Cymreig i Bawb from 2019 has been welcomed very much, and particularly so among our headteachers. Schools will work with GwE and language coordinators to support and develop the Curriculum for Wales particularly in relation to language development. The new system will encourage consistency and fairness across the schools of Anglesey and Wales. It will also have a positive impact on reducing the numbers of pupils moving school on the basis of specific language provision.

Our current late immersion offer

Anglesey's Language Centres are key to realising the objectives of the Learning Service and delivering the Anglesey Welsh in Education Plan. Like all schools on the island, the operational arrangements of the centres changed suddenly in the midst of COVID circumstances, with the Welsh Government's statement that schools were moving into online teaching. As a result, Language Centre learners moved to online provision.

The delivery model

The Language Centres operate through the regionally developed the Y Llan scheme which has been proven to be a dynamic and effective programme. The scheme will be based on the immersion of Key Stage 2 pupils over a twelve-week period. There will be pre and post attendance support by combining pre-entry resources and aftercare face-to-face provision in the summer term.



Year/age of pupils

The current provision primarily serves Key Stage 2 needs with co-operative support between the secondary and centre teachers.

Collaboration

The Language Centres work closely with the catchment Language Coordinators, GwE and the Anglesey Welsh for Families Partnership in order to share information and work together more strategically. This includes provision to support learners including emergency strategies and multi-agency joint working to target learners and families. This multi-agency collaboration will be facilitated and promoted through a specific website that has already been shared with schools. The website will include the Anglesey WESP Strategy, information for stakeholders on what, where and how everyone contributes, as well as links to the GwE Welsh language development resource links. The resource will help schools and learners, and we intend to provide a resource for parents, particularly parents who have just moved to Anglesey.

In addition to the above, the Learning Service is working on a pilot project with GwE in relation to the Language Charter and research such as 'Ein Llais Ni' with Bangor University. Anglesey is part of a pilot programme where an expert works with individual schools who have/are seeing a deterioration in the use and quality of the Welsh Language over the lockdown period. In Anglesey, 4 schools were involved in this pilot, and the principle is that all resources and case studies contribute to the website in order to share experiences and resources.

The Language Centre develops support and resources for all primary and secondary schools through the Google Classroom digital platform. In future, the use of this technology will develop to include ongoing training and support for the integration of immersion pedagogy and translanguaging for Curriculum for Wales. The communication and sharing of resources for the parents of the island will continue through the site [Caru Iaith](#) as well as the collaboration scheme [Anglesey Welsh for Families Partnership](#).

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Objectives

1. Language coordinators and GwE will reconcile transfer processes across the Island.
2. Ensure that there is a clear process for secondary teachers to build on the language skills of pupils transferring from the primary.
3. Collaboration between secondary schools to create a directory to promote seamless linguistic experiences for learners. Researchers' expertise will also complement the resource emphasising the principles of language development and pedagogy across the ability continuum.
4. Ensure that the work of the language coordinators and the sub-panel continues to track learners up to Year 9 in the secondary schools.
5. Language coordinators continue as a specific structure under care of the Learning Service, and the coordinator's role is specifically aligned with the Anglesey WESP.
6. Ensure that effective good practices in terms of transition between pre-school, nursery and statutory school provision are considered on the learner's journey from primary to secondary.
7. Develop and support the secondary workforce through an ongoing programme of language teaching pedagogical training such as immersion pedagogy, translanguaging and the development of bilingualism.
8. Work with Anglesey Language Forum and schools to ensure that the whole partnership has the opportunity to enrich learners' experiences and support parents in the transition period.

Action Targets

- By 2023 - Develop the workforce through the **Primary and Secondary Workforce Training Programme** by the Language Centre, Language Charter and Bangor University.
- By 2023 - Maintain and create a **Transition Period Language Development** module. A module that will interweave the elements of blended learning which interweaves face-to-face methods with virtual elements. The programme is held annually through the language co-ordinators of each catchment area for specific groups of secondary teachers. Bangor University to facilitate operational research and to report to Outcome 2 sub-panel.
- Hold consultation workshops with teachers and assistants who need to develop their personal language skills (reference to Outcome 7).
- By 2024 - Create an Anglesey Transfer Good Practice Directory. Create a web link to complement the Anglesey transfer good practice directory.
- By September 2022 - Design a new Catchment Language Coordinator job description based on the outcomes of the 10-year WESP and collaboration procedures with GwE. Annual reporting and termly updating of WESP outcomes will be central to this post while also including:
 - i. Strategic Level - Set Terms of Reference to evaluate each catchment area's plans and annual evaluation of the impact and effectiveness of plans.
 - ii. School Level – Place expectations on each school to plan language progression for all pupils based on progress steps and in collaboration with schools and GwE.
 - iii. Promoting the use of language - Co-planning the Language Charter Plan between primary and secondary schools and activity support

- providers beyond the classroom such as the Urdd, Môn Actif, Gwynedd and Anglesey Music Service, sports clubs on the island and others to ensure social use of the Welsh language.
- iv. Establish an annual process reconciliation approach with an emphasis on identifying gaps e.g., 'gap analysis'.

- Annual evaluation of the transfer process through the Outcome 3 sub-panel.

Supporting statement

In terms of progression in the use of Welsh, all schools are expected to plan progression in Welsh as a subject and as a medium of learning for all pupils. Schools will work with language coordinators and GwE to achieve this.

All secondary schools will have adopted a Language Charter Scheme in conjunction with the primary schools. We will work with the secondary schools to adopt a Charter Plan that will strengthen the Welsh-medium education of our secondary schools.

The development of Welsh-medium education continues to be promoted as one of the main strategic priorities of the 14-19 Network and appropriate linguistic progression is ensured as a core part of the remit of the Network's operational groups.

The need to harmonise the processes for pupil admissions into the area's post-16 courses was identified to ensure that they received information about the medium in which a subject is taught. In addition, there is a need to establish a framework of measures for the Welsh language so that post-16 provision including vocational courses is monitored and to identify gaps in Welsh-medium provision. Another element of the consortium's work will be identifying opportunities in the economy where the use of Welsh is essential for work.

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

Objectives

1. Transfer method and processes based on 10-year WESP priorities established across the island and each catchment is active in planning, implementing and reporting on the process annually. The sub-panel will ensure a clear process for secondary teachers to build on the language skills of pupils transferring from primary.
2. A sub-panel will review the outcome annually with specific stakeholders.
3. Ensure that the digital and physical resources are available to all schools and families to support the outcome.
4. Identify the indicators of this outcome, such as the use of Welsh in all contexts in school and beyond the classroom. Use of Welsh in out-of-school clubs.

Action Targets

- By 2032 - That the workforce gives all learners in Anglesey continuous linguistic experiences through internal processes and working with coordinators and GwE to realise the aspiration on Outcome 3.
- That the number of learners choosing qualifications through the medium of Welsh has risen through the **Primary and Secondary Workforce Training Programme** by the Language Centre, Language Charter and Bangor University.
- That indicators show a positive trend and that there is an increase in the use of Welsh inside and outside the classroom.

Key Data

Numbers and % of learners continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another

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

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

Anglesey's current secondary school provision is to offer provision by supporting all learners including newcomers to build on their language skills at primary and Key Stage 3 to reach their full potential.

The 5 Anglesey **secondary** schools are community comprehensive schools for 11–18-year-old pupils under the management of the Isle of Anglesey County Council. 4 schools are designated in the 'bilingual' category (Ysgol Syr Thomas Jones, Ysgol Gyfun Llangefni, Ysgol David Hughes, Ysgol Uwchradd Bodedern) and 1 (Ysgol Uwchradd Caergybi) in the category 'English - with a significant proportion of Welsh'.

In 2019-20 74% (2,585) of pupils received bilingual education. The table below shows that Welsh is the main medium of teaching for 34.8% (1,215) of Anglesey's secondary pupils, with Welsh being part of the education for 39.2% (1,370), and English as a medium of teaching for 24.6% (860) pupils.

The number of pupils in Anglesey secondary schools and their learning medium – 2019-20

	Welsh is the main learning medium	Welsh is used as a teaching medium for some of the curriculum (i.e. less than half)	Welsh is taught as second language only	Welsh isn't used or taught	Total
Anglesey - number	1215	1370	50	860	3495
Anglesey - %	34.8%	39.2%	1.4%	24.6%	100%

Data: Stataiath

More recent data from September 2020 shows that an increase of 77.9% (3,057) registered for bilingual secondary education and 22.1% (869) in the Holyhead area receive 'English with a significant proportion of Welsh' education. Ysgol Uwchradd Bodedern provision is offered to pupils from the Holyhead area who want to access full bilingual education.

In addition, 116 pupils aged 3-19 were enrolled at Anglesey's **special education** school, Canolfan Addysg y Bont. Welsh is the main language of communication for the school administration, and the Local Authority's Language Policy is reflected with an emphasis on bilingual skills in pupils' education. "The aim of the Bont Language Policy is to ensure that all pupils in the school who have the ability to communicate linguistically have a balanced bilingualism that is relevant, to enable them to be full members of the bilingual society of which they are a part".

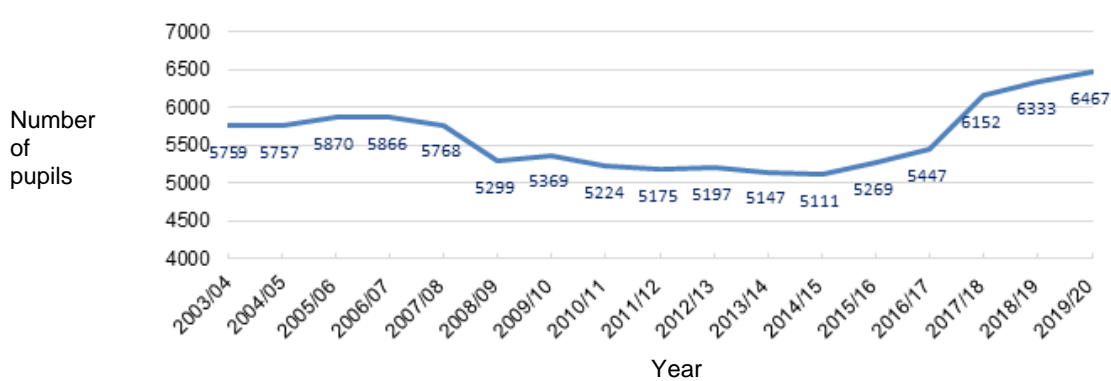
Overall, the positive impact of the Anglesey Schools Language Policy on the Welsh language can now be seen in the data. The table below shows that, after a reduction in the numbers studying Welsh as a first language in 2008-2015, an increase in numbers by 2019-2020 had reached 6,467 pupils.

The number of pupils who studied Welsh as a first language in primary, middle and secondary schools in years 1-11 between 2009-2020

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Anglesey	5369	5224	5175	5197	5147	5111	5269	5447	6152	6333	6467
North Wales	25610	25502	25686	25750	25707	25722	25995	26275	27392	27896	27995
Wales	68386	68841	69661	70552	71599	72282	73461	74484	76583	77984	78709

Statiaith

The number of pupils in Anglesey who studied Welsh as a first language in primary, middle and secondary schools in years 1-11 between 2003-2020



The language co-ordinators of each catchment area will play a key role by working with secondary schools to co-plan transfer units and to monitor pupils' language development after leaving the primary sector including monitoring the language skill development of language cohorts through Key Stages 3 and 4.

Secondary schools continue the linguistic developmental route by maintaining learners with language skills and their proficiency in Welsh, including studying Welsh qualifications as a subject, and other subjects through the medium of Welsh.

All pupils who have achieved a robust Level 3 at the end of KS2 follow a Welsh (First Language) Programme of Study to ensure appropriate progression and continuity and this is discussed with catchment coordinators annually and it forms the basis of the discussion and monitoring process of Welsh language and bilingual provision of the Curriculum for Wales.

In addition, schools will continue to ensure that all pupils study Welsh as a subject up to the end of Year 11 and sit appropriate external tests and examinations at the end of KS3 and KS4.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Objectives

1. Schools, language co-ordinators, GwE and Language Charter to work together to develop this outcome by evaluating annually and ensuring suitable provision.
2. Increase the number of learners registered to do GCSE Welsh (First Language) and at least two further qualifications through the medium of Welsh from 70.28% to 75% by 2025.
3. Increase the number of learners registered to do GCSE Welsh (First Language) and at least five further qualifications at Level 1 or Level 2 through the medium of Welsh.
4. Work with schools and GwE to increase the number of pupils gaining A*-C in Welsh First Language to 77% by 2025.

5. Promote the value and need of the Welsh language in the world of work in order to gain more enthusiasm, self-confidence and raise pupils' aspirations.

Action Targets

- **By 2025 - Increase the number of learners at the end of Key Stage 4 gaining grades A*-C in GCSE Welsh First Language.** All schools will respond to targets to attain the progress, and appropriate support will be offered and monitored regularly to enable them to achieve progress.
- **Promote courses through the medium of Welsh and the value of bilingual skills in the world of work** by facilitating collaboration between schools, Careers Wales, the North Wales Economic Board, STEM Gogledd and others.
- Careers Wales, GwE, Language Charter and WJEC to develop the bilingual resources available to support young people, teachers and their parents on the Careers Wales website and on HWB.
- Supporting the workforce by raising awareness of the courses and economic needs of north Wales and beyond. Evaluate what is available now and work with schools, Careers Wales and others to further develop the resources to raise the status of courses and careers.
- Ensure that our aspiration is clear at this stage: **That all pupils who go through Anglesey's education system are fully bilingual by the age of 16, and are confident to communicate in both languages equally in the world of work, culturally and socially.**
- Indicators show a positive trend and that there is an increase in the number choosing courses through the medium of Welsh.

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

Supporting statement

Careers Wales

To ensure that children and young people are aware of courses through the medium of Welsh and also the necessity of Welsh in the world of work, Careers Wales will promote courses through the medium of Welsh and the value of bilingual skills in the world of work by:

Offering a bilingual, independent and impartial careers support service for people of all ages. We support young people to raise their aspirations, broaden their horizons and be aware of all the opportunities and pathways available to them. We have careers advisers working in all mainstream secondary schools, special schools, further education colleges and supporting young people educated in other centres and at home across Wales. Young people are offered a one-to-one interview to discuss their ideas, attend a group activity focusing on topics: post-16 options, future jobs (including the importance of bilingual skills) and access a range of engagement activities with employers. An additional resource will be provided to support young people who are less likely to make a successful transition to post-16 education, training or work.

Collaboration

Bangor University is an important partner for us on Anglesey, and to support Outcome 3 in particular we have a team of experts who support teachers to design CfW learning plans in interaction with schools, GwE and Bangor University (CWRE). There will be close collaboration between this partnership and the Language Centre to develop and deliver a Curriculum for Wales in terms of Careers and Work-Related Experiences (CWRE).

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

Anglesey's secondary schools will aim to maintain Welsh language standards by targeting the specific needs that arise, and tracking the impact of the action to comply with the aim of the county's Language Policy. The influence and plans of Anglesey Language Centres will have been developed to address the needs of secondary schools and there will be a positive impact on pupils' progress.

Objectives

1. That schools, language co-ordinators, GwE and the Language Charter work together to develop this outcome by evaluating annually and ensuring suitable provision.
2. That secondary schools have increased the number of learners registered to do GCSE Welsh (First Language) and at least two further qualifications through the medium of Welsh.
3. That secondary schools have increased the number of learners registered to do GCSE Welsh (First Language) and at least five further qualifications at Level 1 or Level 2 through the medium of Welsh.
4. Collaboration with schools and GwE has increased the number of pupils gaining A*-C in Welsh First Language by 2032.
5. That the value and need of the Welsh language in the world of work has elicited greater enthusiasm, self-confidence and has raised pupils' aspirations.

Key Data

Maintaining the standards will be a priority, and schools will work with stakeholders to review the achievement and measure the impact of the above strategy by working with Bangor University on an Impact Evaluation Report in association with Bangor University - School of Educational Sciences and CIEREI.

% pupils (Welsh first language) at the end of KS4 that reach grades A*-C in Welsh First Language GCSE.

PERFORMANCE 2019

72.7%

% pupils (second language) at the end of KS4 that reach grades A*-C in Second Language GCSE (Long Course)

PERFORMANCE 2019

%

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

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

Outcome 5

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

Where are we now?

Provide activities and experiences to promote the use of Welsh beyond the classroom by working effectively with stakeholders such as Môn Actif, Fforwm Iaith Môn, Anglesey Welsh for Families Partnership, Menter Môn, Language Charter, the Urdd and others. The Outcome 5 sub-panel will develop broad representation to deliver this outcome as well as school arrangements.

These stakeholders are keen to evaluate and analyse under the guidance of the Learning Service, developing and building on what is already in place. We have begun to establish a proposed action plan infrastructure based on mapping a child's journey through education. A sub-panel is in place to design and evaluate the collaboration over a 5–10-year period.

Outcome 5 will therefore be an important aspect of the Welsh language catchment plan (cluster) led by catchment language coordinators, and report to the Outcome 5 sub-panel for monitoring and reporting.

This action plan will be based on a child's journey through Anglesey's education system and will make the most of the opportunities available across the partnership from the cradle to the end of their formal education. In essence, the sub-panel will form and work with primary and secondary language coordinators to ensure the best experiences and provision for the child.

Promoting and creating experiences to use the language with community partnerships and organisations

Before formal education	Nursery	Primary	Secondary
<ul style="list-style-type: none">•Menter Iaith Môn language programme.•Anglesey's effort and strategy on language transfer.•Môn Actif - providing splash swimming lessons for 3 month olds + with parents.	<ul style="list-style-type: none">•Early Years Strategy.•Menter Iaith and Mudiad Meithrin.•Môn Actif activities such as family football sessions and working more with nursery age groups.	<ul style="list-style-type: none">•Catchment activities and schemes under the care of Language Coordinators.•Menter Môn's wider programme of activities.•The Urdd programme, Menter Iaith, Young Farmers and other agencies.•Môn Actif activities e.g. school swimming lessons, school competitions which include swimming gala, athletics, football, netball, orienteering, etc. As well as providing a host of activities during school holidays e.g. sports camp.	<ul style="list-style-type: none">•Catchment activities and schemes under the care of language coordinators.•Menter Môn's wider programme of activities.•The Urdd programme, Menter Iaith, Young farmers and other agencies.•Môn Actif activities which include swimming lessons, athletics competitions and support in schools. We also employ a number of sixth form age staff and have a host of Sports Ambassadors.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Môn Actif works daily with school-aged children whether at school or by providing activities in the leisure centres outside school time or during the holidays.

Môn Actif is committed to providing activities in Welsh and bilingually at all times and has the opportunity to support the children with their language journey as the children can at times also support our staff who are also learning the language.

The focus of Môn Actif has recently turned to working with pre-school aged children and although we are only at the start of the journey, this will be an opportunity to work with children to be active but also to improve their language skills by taking part in physical activities.

The Urdd offers a host of educational extra-curricular experiences that promote the Welsh language and promote the health and well-being of children and young people. The eisteddfodau are an integral part of our offer with traditional competitions but also new, modern ones such as the Cooking, Arts and Crafts, Creative Writing, and TikTok videos. In addition, our 3 camps, Glan-llyn, Llangrannog and Cardiff offer a unique opportunity to use Welsh in a wholly Welsh atmosphere.

Our sports provision is a unique opportunity to promote the language on the playing field through football, netball or our yard games pack.

Our international provision offers unique opportunities for young people to travel the world putting Wales on the map and our humanitarian programme offers opportunities to help those less fortunate in other countries through an [international scheme](#).

Anglesey Young Farmers Organization

There are six clubs on Anglesey. Young Farmers is the largest bilingual rural youth organisation in Wales for 10–26-year-olds operating across the country. The Young Farmers Organisation in Wales operates within a climate of equality for all and prides itself on offering all its opportunities through the medium of Welsh and English. This organisation is very special, an organisation that offers a wide range of opportunities giving the individual the opportunity to take advantage of what interests them and gives them the opportunity to shine.

Led by catchment language co-ordinators, catchment schemes and individual schools will be intended to offer formal and informal opportunities for pupils to use Welsh socially, there will be reporting on the nature and frequency of these opportunities in catchment schemes under the supervision of the Learning Service, GwE and the Language Charter. Pupils have had the opportunity to use and practise the language and help them to realise that there is a rich social and cultural world associated with the Welsh language. Data from the Workforce's Welsh Language Self-Assessment is used to ensure that any training needs are met to support pupils' oral skills.

Anglesey schools are committed to the Language Charter and the Language Web is completed twice during an educational year. This data will be used to state a baseline of learners' linguistic patterns within and outside the school walls. The data will be used for further action in seasonal discussions between language co-ordinators, catchment areas, GwE officers and the Authority. Anglesey schools will re-grasp the Welsh Language Web at the start of the 2021 academic year.

The support of the Language Charter co-ordinators was redirected by creating educational resources to support the Welsh language in the county and holding catchment sessions to lead on the Welsh Language Acceleration Scheme.

In addition, the Language Charter Officer facilitated a Language Recovery Scheme in the middle of the lockdown at 4 schools in Anglesey. This work will evolve into an immersion good practice session for all teachers and assistants on the island. Due to the Covid-19 pandemic, quantitative data is not available

for inclusion here. We will use the Language Web results data to measure an increase in the use of Welsh among our pupils.

Objectives

1. Maintain, develop and expand the collaboration partnership by adding stakeholders to an Outcome 5 sub-panel.
2. Maintain the sub-panel and its terms of reference to develop 5-10 year plans ensuring accountability by working together holistically for the same purpose of promoting the Welsh language in schools, and among pupils.
3. Promote the role of catchment language co-ordinators in working holistically with all the above partnership to ensure excellent provision and experiences for learners through the natural use of Welsh.
4. That technology is used to the full by linking the strategy and resources and extending support to stakeholders involved in this outcome.
5. Wider society is aware of the opportunities available to all pupils across the island.
6. Quantitative data is used to evaluate and target resources purposefully and effectively between all partners.

Action Targets

- Catchment language co-ordinators to check catchment plans and hold a sub-panel to enrich opportunities and target schools and areas to support the use of Welsh-medium activities.
- Evaluate holistic collaboration annually through terms of reference and sub-panel.
- Strengthen collaboration by aligning the work of the partnership with a Combined Charter Framework.
- Target areas that have been linguistically affected by the impact on education during lockdown due to the COVID 19 pandemic.
- Undertake a holistic evaluation of projects evaluated by Bangor University – immersion training, catchment schemes.
- Ensure that Anglesey schools undertake the ‘Ein Llais Ni’ project in collaboration with GwE and Bangor University.
- Develop and expand the use of podcasts and digital platforms to ensure a voice for the Welsh language through them and the pupil's voice through the medium of Welsh.
- Hold language awareness workshops for existing and new parents.

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

Objectives

1. Continue to develop the opportunities for all ages in relation to the activities of Môn Actif, the Urdd and others to ensure Welsh culture in the everyday life of learners.
2. Develop an inclusive strategy to promote the Island Games in order to promote the Welsh language through sport and to co-ordinate with the objectives of a Combined Language Charter Framework.
3. Ensure that all provision and opportunities beyond the classroom are available to all children on the island in terms of equality and the moral right of learners.
4. That 100% of Anglesey's 3-16 learners receive and take advantage of opportunities and activities through the medium of Welsh.
5. That the commitment of providers and clubs ensures provision in Welsh or bilingually.
6. Continue to develop the opportunities for all ages in relation to the activities of Môn Actif, the Urdd and others to ensure Welsh culture in the everyday life of learners and ensure that our aspiration is clear at this stage: **That all pupils who go through Anglesey's education system are fully bilingual by the age of 16, and are confident to communicate in both languages equally in the world of work, culturally and socially.**

Key Data

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

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

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Where are we now?

All pupils with Additional Learning Needs (ALN) have access to Welsh-medium services on Anglesey (100%). Welsh-medium and bilingual provisions and services are available for the whole range and diversity of Additional Learning Needs.

All staff in the ALN&I Service are fluent in Welsh and are able to provide bilingually. The language medium of the input is dependent on the learning needs of individuals.

ALN Legislation (2018) which comes into force in September 2021 makes it a requirement to ensure that learners have access to additional learning provision through the medium of Welsh.

There are terms of reference and a sub-panel in place to support this outcome and ALN provision through the medium of Welsh.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Objectives

1. Continue to provide education for pupils with additional learning needs through the medium of Welsh, and bilingually, at all stages of the educational journey.
2. Language co-ordinators, GwE and Language Charter to work together to support the ALN Strategy. In particular, work closely with Canolfan Addysg y Bont.
3. Plan around the needs of children and young people and their families.
4. Implement the Gwynedd and Anglesey ALN and Inclusion Strategy.

Action Targets

- All pupils with additional learning needs continue to have access to Welsh-medium services on Anglesey. (FfEE)
- Assess the size and capacity of the Welsh-medium ALN workforce using the results to plan the workforce appropriately. This is linked to national discussions. (FfEE)
- Take steps to undertake an annual audit of ALN and Inclusion services if gaps appear in Welsh language provision. (FfEE)
- Monitor, assess demand and plan around the needs of children and young people and their families, and continue to ensure access to fully bilingual services. (FfEE)
- Consider any reasonable requests for help and support from other counties in the region that face difficulties in their Welsh-medium provision. (FfEE)
- Engage with parents/carers to ensure that they understand the provision and support available through the medium of Welsh. (FfEE)
- Undertake an audit of the learning resources currently required and not available within the LEA to support ALN learners, as well as looking at the way in which resources are shared internally and regionally. (FfEE)

- Use the findings of inspections under Section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 to improve provision for persons with additional learning needs and for workforce planning within the ALN sector. (FfEE)

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

Objectives

1. That the ALN Strategy has continued to provide education for pupils with additional learning needs through the medium of Welsh, and bilingually, at all stages of the educational journey.
2. That language co-ordinators, GwE and the Language Charter have worked together to support the ALN Strategy. In particular, work closely with Canolfan Addysg y Bont.
3. Planning around the needs of children and young people and their families has been implemented.
4. Gwynedd and Anglesey ALN and Inclusion Strategy has been implemented.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

The use of the annual Language Skills Questionnaire data provides up-to-date linguistic data from the workforce in Anglesey. This will include information about teachers, assistants, and school support staff. This data will allow the Authority and school language co-ordinators to plan appropriate training and support for them. Members of the sub-panel such as Bangor University, The National Centre for Learning Welsh and GwE will work together to offer support to the workforce and develop themes such as self-confidence, language refresher, resilience in the introduction of immersion and translingualism styles as well as formal courses to learn the language and a sabbatical scheme.

Close collaboration with CaBan (Bangor University) means that Anglesey schools will be involved in the recruitment process such as an interview process for applicants to the initial teacher training courses and identify a school network to support the courses.

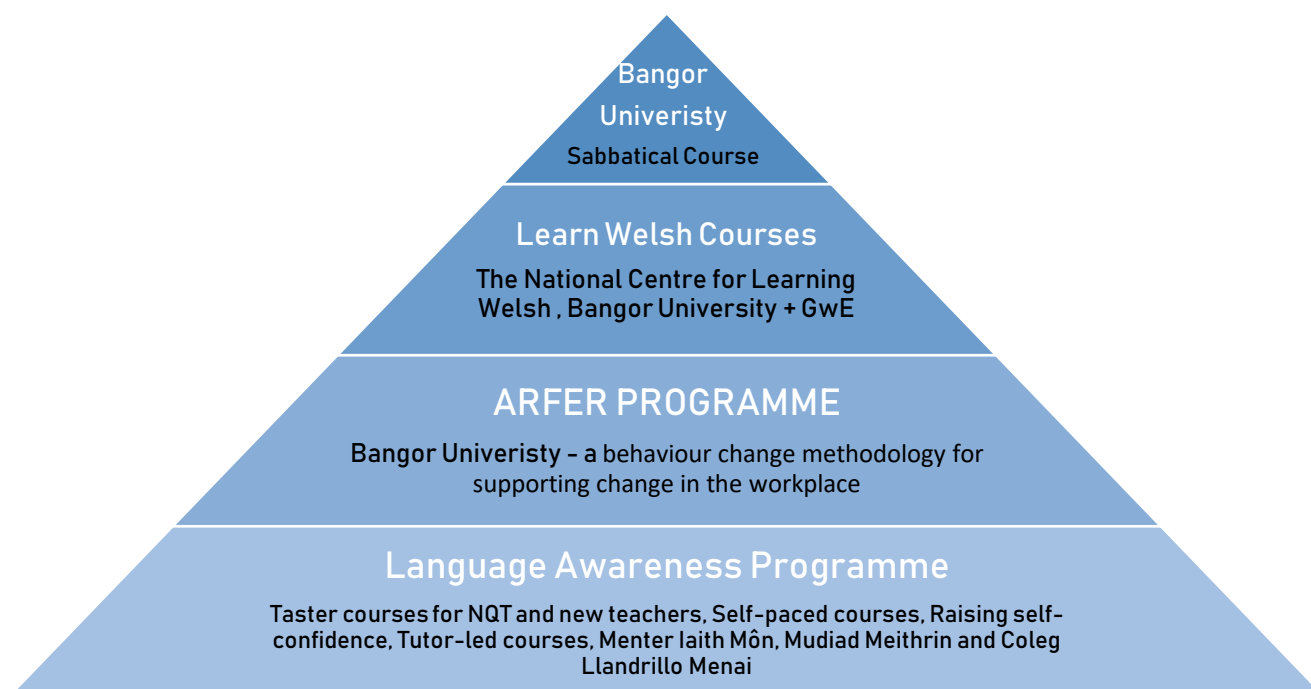
The normal processes of the Anglesey Recruitment Policy will support this strategy through the consistent implementation of the Recruitment Policy.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Objectives

1. Use of Annual Workforce Census Data.
2. Members of the sub-panel such as Bangor University, the National Centre for Learning Welsh and GwE will work together to offer support and courses to the workforce developing themes such as self-confidence, language refresher, resilience in the introduction of immersion and translingualism styles as well as formal language learning courses and a sabbatical scheme.
3. Work with regional consortia and the National Academy for Educational Leadership to ensure an adequate supply of headteachers for the Welsh-medium sector.
4. Our intention for the next ten years is to work with stakeholders such as the National Centre for Learning Welsh, Bangor University and GwE to ensure that there are appropriate opportunities for members of the workforce to apply for sabbatical courses and language refresher opportunities at least twice a year through the arrangement and guidance of the language co-ordinators.
5. Develop a continuum of provision and support for the workforce by offering an increasing range of opportunities to develop a personal and professional Welsh language. Work with Bangor University and CaBan to ensure efficient co-operation and an adequate supply of Welsh-medium teachers.

Workforce Welsh Language Support Strategy Continuum



6. Promote the value and need of the Welsh language in the world of work in order to gain more enthusiasm, self-confidence and raise pupils' aspirations.
7. Collaborate on the 'ARFer' project, Bangor University's constructive research that will research and report back on the process of changing the language's mindset in order to develop a mindset plan to support the information work including the language courses themselves.
8. Work with Bangor University on the content of the proposed undergraduate module *Taste of teaching/Being a Welsh medium primary-secondary teacher*. Work together to ensure opportunities for prospective students of the module to experiment to create a Welsh-medium resource or one remote or face-to-face teaching session with a class across secondary subjects.

Action Targets

- The results of the Workforce Language Questionnaire will be used to plan appropriate support and courses and also monitor the situation annually.
- Early strategic collaboration with initial teacher training providers such as Bangor University and CaBan.
- Language co-ordinators and GwE to promote the Language Competency Framework as a self-assessment framework for schools.
- Data on the number of teachers and headteachers required will be used to plan strategically for the needs of schools.
- Close working between GwE/Welsh Government/LA.
- Work with the Anglesey Strategic Forum to develop and promote leadership capacity by encouraging practitioners to develop their potential through professional development opportunities.
- Guidance from the Human Resources Department to promote the importance of Welsh and English when advertising posts.
- Promote the linguistic requirements of posts for all levels such as ancillary staff, assistants, teachers, headteachers and governors.

- Continue to state that office holders are required to be able to communicate through the medium of Welsh and English to the appropriate level of the post when advertising posts.
- Ensure that Anglesey language co-ordinators and consortia promote opportunities to improve their language skills.
- Develop a clear language refresher strategy in collaboration with regional consortia, Welsh for Adults, Language Charter and other stakeholders such as language co-ordinators and Bangor University.
- Support the workforce to plan to develop and secure provision through Welsh-medium education across all sectors. Work with all stakeholders such as a Language Charter Co-ordinator, Learning Service officers, language co-ordinators and school staff.
- Develop our Welsh Language Acceleration Scheme building annually on the expertise and pilot work of the Language Charter Co-ordinator and schools.
- Continue to develop training and an immersion style support scheme through the expertise of Canolfan Iaith Môn, Language Charter and other partners to support all staff in responding to the linguistic needs of all pupils.

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

1. That the Annual Workforce Census Data is used effectively.
2. That the collaboration to offer support and courses to the workforce developing themes such as self-confidence, language refresher, resilience in introducing immersion and translanguaging styles as well as formal courses to learn the language and a sabbatical scheme has been effective.
3. That collaboration with regional consortia and the National Academy for Educational Leadership has ensured an adequate supply of headteachers for the Welsh-medium sector.
4. Collaboration with stakeholders such as the National Centre for Learning Welsh, Bangor University and GwE has ensured that there are appropriate opportunities for members of the workforce to apply for sabbatical courses and language refresher opportunities.
5. That a continuum of provision and support has been developed for the workforce by offering an increasing range of opportunities to develop a personal and professional Welsh language.
6. That collaboration with Bangor University and CaBan has ensured efficient co-operation and an adequate supply of Welsh-medium teachers.

How we will work with others to achieve our vision

ANGLESEY WESP TERMS OF REFERENCE

PURPOSE

In planning a ten-year WESP, Anglesey has formed innovative Terms of Reference that retain an overview of the WESP's action plan and evaluations.

We have implemented an integrated and holistic approach to ensuring active status for the Welsh language for increasing the number of pupils who speak Welsh at the end of a statutory education period. This approach is believed to have been beneficial and effective for the Island as stakeholders expressed their views and discussed an individual context with the group.

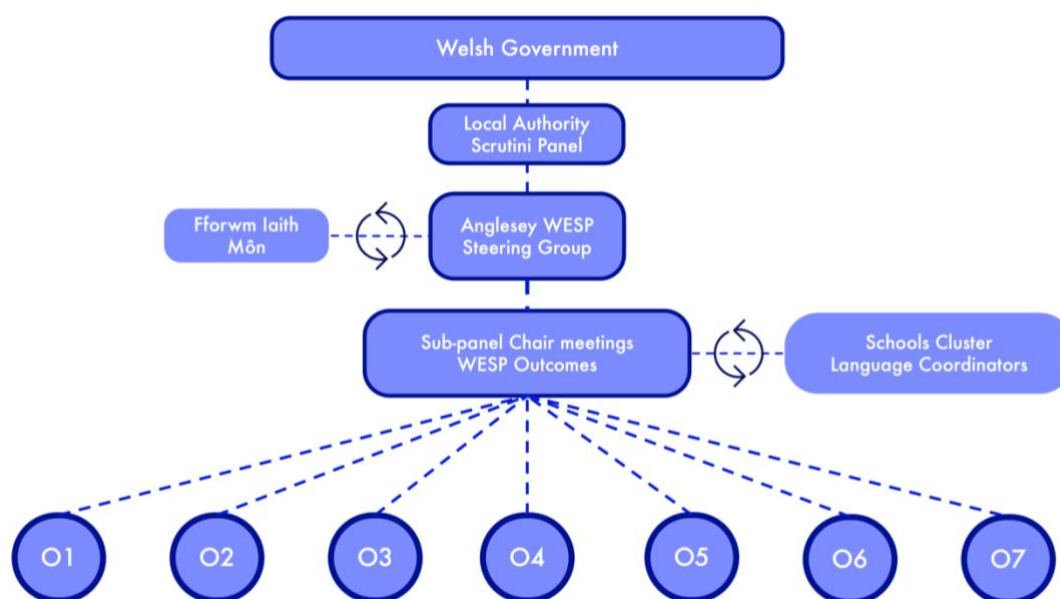
The Terms of Reference of the Anglesey WESP will be in place for 10 years (2022-2032), however there will be a review of membership each year and any adjustments will be updated in the WESP documentation as necessary.

- The Anglesey WESP Terms of Reference Panel will meet annually. If issues from sub-panel chairs arise, then it will be possible to arrange additional meetings as necessary.
- The Terms of Reference will lead the sub-panels and support monitoring of progress on the seven outcomes. The Terms of Reference will:
 - *Be responsible for implementing the outcomes of the WESP.*
 - *Meet annually to receive an update and overview of all outcomes from the chairs of the sub-panels.*
 - *Monitor any risks.*
 - *Support and offer guidance to chairs of outcome sub-panels.*
 - *Brief and challenge progress on actions.*
 - *Work closely with Fforwm Iaith Môn updating the forum on progress or work in terms of outcomes.*
 - *Develop and adapt an outcome action plan based on current information and data and annual evaluation reports.*
 - *Consider any external constraints on outcomes or the WESP.*

WESP Support Website

The governance of the Anglesey WESP Terms of Reference will be arranged through Teams membership. By using this software, it will be possible to facilitate and centralise all meetings, minutes and updates in one convenient style. Through this platform the members of the terms of reference and chairs of the sub-panels will receive agenda, minutes and actions in a timely manner prior to any meeting. A member of the Learning Service team will administer and prepare this work, and a hard copy will be available on request.

PROPOSED ANGLESEY WESP STRUCTURE



ANGLESEY WESP TERMS OF REFERENCE MEMBERSHIP

Name	Agency	Role
Rhys Howard Hughes	Learning Service	Chair
Owen Davies	Learning Service	Vice-chair
Haydn Edwards	Language Forum	
Elen Hughes	Language Forum	
Gwawr M Williams	Bangor University	External Adviser
Delyth Jones	Mudiad Meithrin	
Catrin Fflur Roberts	GwE	
Gwenan Richards	Coleg Llandrillo Menai	
Gareth Owen	Primary School	Anglesey Primary Schools Representative
Emyr Hughes	Secondary School	Anglesey Secondary Schools Representative
Ffreuer G. Owen	Anglesey Council	
+		
Gwyneth M Hughes	Outcome 1 WESP Chair	
Gwyneth M Hughes	Outcome 2 WESP Chair	
Owen T Davies	Outcome 3 WESP Chair	
Aaron Evans	Outcome 4 WESP Chair	
Owen T Davies	Outcome 5 WESP Chair	
Ffion Edwards Ellis	Outcome 6 WESP Chair	
Owen T Davies	Outcome 7 WESP Chair	

RÔL CYDLYNYDD IAITH Y DALGYLCH.

Bydd Cydlynnydd iaith y Dalgylch yn atebol i Uwch Swyddog Addysg gyda chyfrifoldeb am y Gymraeg.

Bydd Cydlynnydd iaith y Dalgylch yn aelod o staff o blith ysgolion cynradd ac yn cydweithio gydag ysgolion uwchradd o fewn y dalgylchoedd. Mae'n ofynnol bod y Cydlynnydd yn annog a sbarduno trafodaeth fydd yn sicrhau cydweithio rhwng yr holl ysgolion, gan sicrhau llinellau clir (Hwb) o gyfathrebu wrth ddod i benderfyniadau. Bydd y Cydlynnydd yn trefnu ac yn mynychu Cyfarfod Dalgylchol tymhorol, fydd angen cynrychiolaeth gan yr Awdurdod a GwE, ac yn adrodd yn ôl i berson cyswllt ym mhob ysgol yn y dalgylch ynglŷn â chynnwys y trafodaethau a'r penderfyniadau y deir iddynt.

Bydd y Cydlynnydd Dalgylch yn hybu cydweithio, yn unol â deilliannau Cynllun Strategol y Gymraeg mewn Addysg (CSGA) yr Awdurdod. Bydd Cydlynnydd iaith y Dalgylch yn sicrhau bod pob ysgol yn y clwstwr yn cael y cyfle i drafod a chyfrannu i drafodaethau cyn dod i benderfyniadau, ac yn cwblhau templed adroddiad byr o ddatblygiadau cydweithio ar draws y clwstwr ar ddiwedd pob tymor.

Bydd cyfanswm o ddeng niwrnod rhydd o ddyletswyddau arferol y Cydlynnydd i gwblhau dyletswyddau'r rôl.

Arfer dda bosib ar gyfer Cydlynnydd iaith y Dalgylch fyddai clustnodi hanner diwrnod pob tymor ar gyfer cyfarfod gyda pherson cyswllt yr uwchradd/cynradd neu'r cynradd/uwchradd (yn ddibynnol ar ddeilydd y rôl). Byddai hynny'n gadael 7 diwrnod ar gyfer unrhyw weithgarwch arall, ynghyd â mynychu cyfarfodydd a gaiff eu trefnu gan Gydlynnydd Siarter iaith a Chydlynnydd Strategaeth iaith Uwchradd yr Awdurdod.

THE ROLE OF THE CATCHMENT LANGUAGE CO-ORDINATOR.

The Catchment Language Co-ordinator will be accountable to the Senior Education Officer with responsibility for the Welsh Language.

The Catchment Language Co-ordinator will be a member of staff amongst primary schools and will work with secondary schools within the catchment areas. The Co-ordinator is required to encourage and stimulate discussion that will ensure collaboration between all schools, ensuring clear lines (Hwb) of communication in reaching decisions. The Co-ordinator will arrange and attend a termly Catchment Meeting, which will require representation from the Authority and GwE, and report back to a contact person in each school within the catchment area, about the content of the discussions and decisions that will be reached.

The Catchment Co-ordinator will promote collaboration, in line with the outcomes of the Authority's Welsh in Education Strategic Plan (WESP). The Catchment Language Co-ordinator will ensure that all schools within the cluster have the opportunity to discuss and contribute to discussions before making decisions, and complete a short report template of collaboration developments across the cluster at the end of each term.

There will be a total of ten days free from the Co-ordinator's normal duties to complete the duties of the role.

Possible good practice for the Catchment Language Co-ordinator would be to earmark half a day each term for a meeting with the secondary/primary or primary/secondary contact person (depending on the role holder). This would leave 7 days for any other activity, as well as attending meetings organised by the Authority's Language Charter Co-ordinator and Secondary Language Strategy Co-ordinator.

DYLETSWYDDAU:

GWE IAITH:

- Sicrhau bod pob ysgol yn y clwstwr yn cwblhau'r We Iaith yn amserol.
- Gwneud defnydd o ganlyniadau'r We Iaith wrth arwain trafodaethau o fewn y clwstwr wrth benderfynu ar flaenoriaethau ar gyfer gweithredu fel clwstwr.

GRANTIAU CLWSTWR Y GYMRAEG:

- Arwain yn y broses o lunio cynllun fydd yn amlinellu gwariant arian grantiau a dderbynnir o fewn y clwstwr, fydd wedi'i seilio ar feini prawf penodol a deilliannau'r CSCA.
- Sicrhau bod pob ysgol o fewn y clwstwr yn ymwybodol o gynnwys cynlluniau clwstwr ac amserlen eu gweithredu.
- Adrodd yn gyson i Gydlynnydd Siarter Iaith a Chydlynnydd Strategaeth Iaith Uwchradd yr Awdurdod ar weithrediad a chanlyniad cynlluniau clwstwr, ac o unrhyw anhawster sy'n codi.
- Sicrhau bod arferion da yn cael eu rhaedru gydag ysgolion mewn clystyrau eraill o fewn y sir, drwy lunio adroddiad byr o weithgareddau a gynhaliwyd.

SGILIAU IAITH Y GWEITHLU ADDYSG (DEILLIANT 7, CSCA):

- Sicrhau bod staff yn diweddarau'u hunanasesiad o Sgiliau Iaith yn flynyddol ar ddechrau blwyddyn addysgol, mewn cydweithrediad â'r Cydlynnydd Siarter Iaith a'r Cydlynnydd Strategaeth Iaith Uwchradd.
- Trafod anghenion hyfforddi a rhaedru gwybodaeth ymhlith ysgolion y dalgylch.

CARFANNAU IAITH A LEFELAU CYRHAEDDIAD Y GYMRAEG:

- Tracio carfannau iaith CA2/CA3 o fewn y clwstwr ar y cyd â pherson cyswllt o'r ysgol uwchradd.
- Cyflwyno trosolwg o lefelau cyrhaeddiad disgyblion Blwyddyn 7 i'r Cydlynnydd Strategaeth Iaith Uwchradd, gan nodi unrhyw newid i'r dilyniant ieithyddol.

DUTIES:

LANGUAGE WEB:

- Ensure that all schools in the cluster complete the Gwe Iaith in a timely manner.
- Make use of the results of the Gwe Iaith when leading discussions within the cluster in determining priorities for cluster action.

WELSH LANGUAGE CLUSTER GRANTS:

- Lead in the process of drawing up a plan that will outline the expenditure of grant funding received within the cluster, which will be based on the specific criteria and outcomes of the WESP.
- Ensure that all schools within the cluster are aware of the content of cluster plans and the timetable for their implementation.
- Report regularly to the Authority's Language Charter Co-ordinator and Secondary Language Strategy Co-ordinator on the implementation and outcome of cluster plans, and of any difficulty that arises.
- Ensure that good practice is cascaded with schools in other clusters within the county, by producing a short report of activities undertaken.

LANGUAGE SKILLS OF THE EDUCATION WORKFORCE (OUTCOME 7, CSCA):

- Ensure that staff update their self-assessment of Language Skills annually at the beginning of the educational year, in conjunction with the Language Charter Co-ordinator and the Secondary Language Strategy Co-ordinator.
- Discuss training needs and cascade information among schools in the catchment area.

WELSH LANGUAGE COHORTS AND ATTAINMENT LEVELS:

- Tracking KS2/KS3 language cohorts within the cluster in conjunction with a contact person from the secondary school.
- Present an overview of Year 7 pupil attainment levels to the Secondary Language Strategy Co-ordinator, noting any change to the linguistic progression.

PERTHASEDD DEILLIANAU'R CSCA I RÔL Y CYDLYNYDD CLWSTWR.			THE RELEVANCE OF THE WESP OUTCOMES TO THE ROLE OF THE CLUSTER COORDINATOR		
DEILLIANT 1	Mwy o blant meithrin/tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg.		Outcome 1	More nursery/three-year-old children receiving their education through the medium of Welsh.	
DEILLIANT 2	Mwy o blant dosbarth derbyn/pump oed yn cael eu haddysg drwy gyfrwng y Gymraeg.	Gwirio niferoedd Cyfnod Sylfaen, a throsolwg o anghenion ieithyddol disgyblion a staff. Adrodd i Gydlynnydd Siarter Iaith am unrhyw anghenion hyfforddiant. Casglu gwybodaeth am gefndir ieithyddol (h.y. iaith yr aelwyd) plant dosbarth derbyn/pump oed, a faint ohonynt sydd wedi caffael rhywfaint ar y Gymraeg cyn cyrraedd yr ysgol, er mwyn gallu mesur cynnydd ieithyddol y plant.	Outcome 2	More reception/five year old children receiving their education through the medium of Welsh.	Check Foundation Phase numbers, and an overview of the linguistic needs of pupils and staff. Report to a Language Charter Co-ordinator of any training needs. Collect information about the linguistic background (i.e. the language of the household) of reception/five-year-old children, and how many of them have acquired some Welsh before arriving at school, in order to be able to measure the children's linguistic progress.
DEILLIANT 3	Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i'r llall.	Cyfrifoldeb i sicrhau trosolwg o garfannau iaith a lefelau cyrhaeddiad disgyblion Blwyddyn 7. Tracio disgyblion Blwyddyn 9 i sicrhau dilyniant ieithyddol naturiol o un Cyfnod Allweddol i'r llall, a rhannu gwybodaeth gyda Chydlynnydd y Strategaeth Iaith Uwchradd am unrhyw bryderon yng nghydestun dilyniant ieithyddol a charfanau iaith. Ystyried strategaethau i hybu dwyieithrwydd fel cam naturiol, cadarnhaol. Sicrhau fod negeseuon am fanteision dwyieithrwydd yn cael eu cyfathrebu'n glir i rieni.	Outcome 3	More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.	Responsibility to ensure an overview of language cohorts and attainment levels of Year 7 pupils. Track Year 9 pupils to ensure natural linguistic progression from one Key Stage to another, and share information with the Secondary Language Strategy Co-ordinator about any concerns in the context of linguistic progression and language cohorts. Consider strategies to promote bilingualism as a natural, positive step. Ensure that messages about the benefits of bilingualism are clearly communicated to parents.
DEILLIANT 4	Mwy o ddysgwyr yn astudio ar gyfer	Ystyried cyfrwng iaith y ddarpariaeth a gynigir ar gyfer TGAU/UG/Safon Uwch.	Outcome 4	More learners studying for Welsh qualifications	Consider the language of provision offered for GCSEs/AS/A levels.

	cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg.	Ystyried a chynllunio ar y cyd gyda'r ysgol uwchradd strategaethau i gryfhau delwedd y Gymraeg fel pwnc i'w astudio. Monitro'r ddarpariaeth ddwyieithog sydd ar gael ar gyfer disgyblion sy'n astudio ar gyfer cymwysterau.		(as a subject) and subjects through the medium of Welsh.	Consider and plan strategies jointly with the secondary school to strengthen the image of Welsh as a subject to study. Monitor the bilingual provision available to pupils studying for qualifications.
DEILLIANT 5	Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol.	Cynllunio gweithgareddau fydd yn hybu'r Gymraeg ar lefel anffurfiol. Gwneud defnydd o unrhyw arian grant a dderbynnir i sicrhau bod cyfleoedd i hybu'r iaith yn flaenoriaeth.	Outcome 5	More opportunities for learners to use Welsh in different contexts at school.	Plan activities that will promote the Welsh language at an informal level. Make use of any grant funding received to ensure that opportunities to promote the language are a priority.
DEILLIANT 6	Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag ADY (yn unol â'r dyletswyddau a bennir gan y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018.		Outcome 6	An increase in the provision of Welsh-medium education for pupils with ALN (in accordance with the duties set by the Additional Learning Needs Act and the Education Tribunal (Wales) Act 2018.	
DEILLIANT 7	Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg.	Hybu'r angen i gwblhau Holiadur Sgiliau Iaith y Gweithlu Addysg yn flynyddol. Hysbysu Cydlynnydd Siarter Iaith a Chydlynnydd Strategaeth Iaith Uwchradd o unrhyw anghenion hyfforddi all fod yn bodoli o fewn ysgolion y clwstwr.	Outcome 7	An increase in the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.	Promote the need to complete the Education Workforce Language Skills Questionnaire annually. Inform the Language Charter Co-ordinator and Secondary Language Strategy Co-ordinator of any training needs that may exist within the cluster schools.