



Bedwas Junior School Welsh Policy

(To be read in conjunction with the following school policies: Inclusion Policy, Behaviour Policy, Equal Opportunities Policy, Racial Equality Policy and Attendance Policy)

Welsh Second Language Development Policy

In Bedwas Junior School we believe all children are entitled to learn about the language, culture and heritage of their country, Wales. We pride ourselves on providing opportunities which are relevant and realistic, to acquire sufficient familiarity with Welsh to encourage children to develop further language learning skills for life. Our aim is to develop children's confidence and competence to understand and use Welsh to express their feelings, thoughts and imagination. We aim to ensure they acquire positive attitudes toward Welsh and bilingualism and that this promotes tolerance to other cultures and other languages.

Aims and Objectives

Welsh is an established part of school life at Bedwas Junior School. It is strongly embedded in the school ethos and is used by both staff and pupils as one form of communication. Through the progressive development of children's skill in oracy (speaking and listening), reading and writing, positive encouragement from each other and adults around them, children are encouraged to communicate bilingually as a natural part of their learning.

We aim to:

- stimulate children's curiosity, interest and enjoyment to encourage feelings of belonging and a sense of heritage, roots and community;
- self-evaluate and set targets for improvement in Welsh Second Language;
- provide appropriate time allocation to enable pupils to make and sustain good progress in the subject of Welsh;
- ensure that all pupils receive daily high quality structured Welsh Second Language teaching;
- plan challenging, relevant and interesting activities for all pupils to achieve good standards and make good progress in their knowledge, understanding and skills in Welsh Second Language;
- give all pupils, irrespective of ability, equal opportunity to learn Welsh;
- foster positive attitudes in all stakeholders towards the Welsh Language and make them aware of the advantages of learning Welsh and becoming increasingly bilingual;
- promote an ethos that promotes the Welsh language and culture and positive attitudes towards them;
- ensure that Welsh is given an audible place in all area of school life e.g. on the playground, classroom routines, school assemblies, concerts, outdoor activities and school visits;

- ensure Welsh has a visual place in and around the school e.g. signage and displays;
- provide opportunities for pupils to develop their use of Welsh in a range of situations beyond their Welsh lessons e.g. playground games, the implementation of an awards system for initiating the use of Welsh;
- make rigorous use of assessment for learning by enabling pupils to evaluate their own work, the work of others and set targets for improvement to meet their individual overall needs;
- meet regularly as a school and cluster to standardise and moderate pupils' work in order to have a common understanding of standards;
- identify training needs and work in partnership with the Welsh Language Support Team to improve linguistic skills and raise standards of teaching and learning.

To fully achieve our aims, Welsh Second Language is included in the School Development Plan every year to show the school's commitment to raising standards in the subject. We will seek to inform all stakeholders in our school of the benefits of the Welsh language and will provide appropriate opportunities for all pupils to achieve their full potential in relation to their Welsh language skills.

Teaching and Learning Style

We believe children should acquire and absorb Welsh through a holistic approach to learning. Our principle aim is to develop children's skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise. Teachers identify and use effective strategies for using language as a 'tool' for learning, creating opportunities for practical and purposeful language use. We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

Hearing and understanding are the first steps towards acquisition of any language. Teachers and support staff model correct pronunciation and appropriate intonation incidentally on a daily basis in all lessons and children are encouraged to use Welsh as a form of communication throughout the day. We recognise all children are different and provide suitable learning opportunities for all by matching the challenge of the activity to the needs/ability of the child.

The co-ordinator for Welsh Second Language Development liaises with the EAS Athrawon Bro team to ensure teaching and learning practices are up to date and staff are well supported.

Planning for Welsh Second Language Development

Welsh is taught to all pupils at Bedwas Junior School, taking account of the Skills Framework along with the Literacy and Numeracy Framework (LNF) requirements. Where appropriate, all wider skills in the subject are linked to the LNF.

The school follows the EAS Welsh scheme of work and short-term plans are completed on a weekly basis in teams during PPA. This supportive planning approach proves beneficial to less confident members of staff and ensures there is clear continuity and progression and challenge for all pupils.

Pupils in Bedwas Junior School will receive a 25 minute daily Welsh lesson which contains the language patterns required to lead into the Fridays Welsh lesson where pupils will complete a piece of independent oracy or written work.

Dydd Llun	25 minutes	Games/ listening activities/ reading activities linked to the language patterns of the week.
Dydd Mawrth	25 minutes	
Dydd Mercher	25 minutes	
Dydd Iau	25 minutes	
Dydd Gwener	1 hour	Independent oracy or writing using the language patterns taught throughout the week.
Total	2 hours 40 minutes	

Criw Cymraeg

To further promote the speaking of Welsh throughout the school, the school has a Criw Cymraeg, who help to ensure that Welsh is being spoken and used effectively during break times and lunch times by:

- encouraging pupils to ask for their food in Welsh in the canteen;
- playing Welsh games in the playground at break times and lunch times;
- awarding 'tocynnau iaith' to those pupil who speak Welsh.

Additional Learning Needs including More Able & Talented

Welsh Second Language development is developed with all children, whatever their ability. It forms part of a broad and balanced education for all children. Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children through the differentiation of all lessons. Bedwas Junior School recognises and supports the needs of all children. Pupils will be offered appropriate challenging opportunities to generate their own learning, to think and work independently and to foster a love and commitment to lifelong learning.

Curriculum Cymreig

Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales. The local and school environment is utilised to support this. We share stories from Wales in assemblies, look at influential Welsh people and the whole school participates in our annual Eisteddfod to celebrate St. David's Day.

Bilingualism

In Bedwas Junior School, our aim is to promote bilingualism in all areas of learning. Pupils and teachers make regular use of the Welsh language outside of Welsh lessons and at the appropriate level through:

- answering the register;
- receiving tocynnau iaith for speaking Welsh outside of the classroom;
- assemblies awarding pupils with a certificate for speaking Welsh;
- asking for food in the canteen - Breakfast and Lunch time,
- playground games run by Criw Cymraeg;
- displays contain Welsh key words and questions;
- obeying instructions given to them through the language of Welsh by their class teacher.

Parental Involvement, Partnerships & Community

Parents and members of the community are encouraged throughout the school to support their children's learning. We also encourage parents to support their children with homework activities related to our St David's Day activities and school Eisteddfod.

Transition

Whole school planning allows for smooth transition between phases. Liaison between the co-ordinator, class teachers and local high school allows for smooth transition, progression and continuity from KS2 to KS3. A Welsh PLC was formed between the local primary schools and the head of Welsh from Bedwas High School to create a year 6 scheme of work which provides a smooth and consistent approach to the teaching of Welsh and the transition Bedwas High School.

Assessment and Recording

Teachers assess children's progress in Welsh Second Language Development on a termly basis. Levels are recorded on the electronic assessment trackers which track progress against national and termly targets. As a school, we also hold regular moderation meetings and as a cluster we hold annual moderation meetings to share level 4 and level 5 examples of work. Moderation activities assist in ensuring staff are familiar with the characteristics of the levels of Welsh expected of pupils in their class and to ensure accuracy of levelling across the school.

Monitoring and Review

Monitoring the standards of learning and the quality of teaching in Welsh is the responsibility of the Welsh co-ordinator, which involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for this learning area within the school. The co-ordinator liaises with the Head Teacher and indicates areas of improvement, which is identified in the School Development Plan and shared with staff and governors.

Policy Written by
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Signed by Chair of Governors Nicholas Jones