

Welsh in Education Strategic Plan (WESP)

(including pupils transferring from Welsh medium primary to Welsh medium Secondary Schools)

Policy and Legislative Background:

Local Authorities have a statutory duty to produce and implement a WESP, tied in to a number of key legislative strategies, as outlined and referenced in the background papers.

The Welsh Government's vision to see '*A million Welsh speakers by 2050*' is predicated on the belief that several things need to happen:

- **more children in Welsh-medium education – being the main vehicle** for ensuring that children are able to develop their Welsh skills, and for creating new speakers
- better planning in relation to how people learn the language;
- more easy-to-access opportunities for people to use the language;
- a stronger infrastructure and a revolution to improve digital provision in Welsh; and
- sea change in the way we speak about it.

In the shorter term, and as a precursor to 2050, the '*Education in Wales: Our national mission, Action plan 2017–21*' was launched by WG in December 2017. Kirsty Williams, Cabinet Secretary for Education, announced at the time, '*Quite simply, all our young people, from all backgrounds, should come out of the education system ready and proud to use the language in all contexts. It is a matter of equity...Our Welsh in education plan sets out the direction and specific actions in order for us to realise this vision...It is an exciting period for education in Wales, and we have the opportunity to ensure that the Welsh language is central to our ambitious and essential reforms.*'

WG ambitions are therefore clear and unambiguous, as Welsh Ministers expect comprehensive and innovative WESPs to realise the enhanced requirements for Welsh in Education in lieu of the said policy landscape and in the emerging new curriculum for Wales (Successful Futures 2015), as we strive to nurture '*ambitious, capable learners*' who are '*ethical, informed citizens of Wales and the World*'.

Commenting generally on WESP submissions throughout Wales, Eluned Morgan, Minister for Welsh Language and Lifelong Learning, said: '*The WESPs submitted in 2017 initially lacked ambition and vision....the system must now be improved so that we develop the right foundation for the planning of Welsh medium education that better reflects the ambition set in Cymraeg 2050, and the recognition that education is a key catalyst for change*' (13.2.18). As a result, plans must '*set challenging targets for developing Welsh medium education in their areas*'.

WESP Chronology

- Drafting of WESP, statutory consultation and corporate process – October '16 – January '17
- Presented to Welsh Government – 27.1.17
- Aled Roberts, Minister's representative, visits Carmarthenshire – 8.5.17
- Welsh Government Response to Carmarthenshire WESP – 4.8.17
- Regionalisation of parts of the agenda – a new regional remit for ERW, announced August '17
- Minor amendments, further consultation and the corporate process – summer 2017
- Re-submission to WG – 29.9.17
- Re-established the Carmarthenshire Welsh in Education Strategic Forum – 23.10.17

- **WG Correspondence - Carmarthenshire WESP approved without need for further amendments – March 2018**

Underlying Principles and Rationale

Our vision is: A bilingual Carmarthenshire.

To achieve this we will: Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

In practice this means: Pupils who are fully and equitably bilingual by age 11, which is sustained and enhanced throughout statutory schooling and beyond, whilst also promoting multilingualism, via the bilingual +1 / Triple literacy ideal.

Bilingualism and multilingualism:

- enhances personal life choices and bestows a myriad of linguistic, social, cognitive and cultural advantages.
- enhances employability and genuine choices in the bilingual local & national jobs market, whilst also catering for career choices in the multilingual/globalised economy.

The current system is not:

- Achieving universal **quality** in bilingualism/multilingualism to the standard aspired to.
- Achieving sufficient **quantity** of confident bilingual learners in pursuit of the one million speaker target for 2050.

This requires improvements in:

- Speaking (oracy), listening, reading and writing – In Welsh lessons and in wider, cross curricular contexts
- Formal Welsh (in lessons and for the workplace)
- Informal and incidental Welsh

Note: Welsh Medium & Welsh streams in Dual Stream (DS) primaries and bilingual (2B, 2A), and Welsh Medium (category 1) secondary schools provide opportunities for learners to learn predominantly through the medium Welsh (which compensates for the stronger presence of English in mass and social media, published literature etc). Welsh as a subject is also taught to 1st language standard in these schools.

Welsh medium education in all these categories of schools ensures that learners are fully **bilingual** by the age of 16 (as considered appropriate to age, and subject to individual aptitude).

Challenges & opportunities

- Broadly speaking, current system-wide arrangements are insufficient to meet aspirations. This entails:
 - Ensuring that Welsh medium (WM/DS in primary) and (2B/2A/1) schools do as well and as they can to operate within their defined categories, so that all, or as many learners as possible, can realise their academic and linguistic potential.
 - Ensuring that English streams in DS and English Medium (EM) schools in primary and EN/EW (English with significant use of Welsh) and 2C schools in secondary are supported to develop Welsh medium and bilingual provision. We aspire to offer all

learners, who are appropriately predisposed, a minimum of **3-5 curricular areas through the medium of Welsh/bilingually up to, and including, Key Stage 3 and beyond**, to support the learning of Welsh as a subject, to provide wider contexts for the application and use of Welsh – which will consolidate the standard of bilingualism required for the future.

- Welsh will be taught as one continuum in Wales, available for piloting from 2019 and implemented nationally by 2022;
 - raising the bar with respect to the teaching and learning of Welsh 2nd language will be advantageous as a precursor to the introduction of Welsh as one continuum for pupils in English streams in DS, EN schools in primary and EN/EW and 2C/2B schools in secondary.
- In order to make the necessary progress, the WESP states that **each school will be moved along the language continuum** in one way or another, with rate of progress and magnitude of movement to be agreed with Department for Education and Children (DEC) officers.
 - It is necessary to grow the linguistic capacity of the workforce, enhance professional learning and leadership – e.g. via the Llanelli 2018 pilot (see below).
 - Further progress is desirable in developing confidence in Welsh medium education developments, and to foster a greater understanding of the sector amongst key stakeholders and the general populace.

Aims and Objectives of WESP

- Ensure that every pupil is completely bilingual (and multilingual) when leaving school so that they have the skills to operate as bilingual citizens in their communities, the workplace and beyond/worldwide.
- Promote the cognitive, economic, social, educational, health and community benefits of bilingualism.
- Promote the development of the learners' bilingual skills at every opportunity within formal and informal settings in order that Welsh is used naturally for communicating.
- Promote opportunities for parents and the wider family to develop their Welsh language skills so they can support their children's language development.
- Provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, and thereby enabling them to achieve their full potential as a lifetime learners in the context of the notable bilingual nature of the County.
- Ensure that the Welsh language is taught as a 1st language and/or a 2nd language in all of our schools, in accordance with the 2002 Education Act, and proactively prepare for the teaching of Welsh as a single continuum by 2019, onwards to 2022.
- Ensure that all pupils are able to speak, read and write the Welsh language fluently by the end of Key Stage 2 in accordance with their expected stage of development;
- Ensure progression from pre-school Welsh medium provision to bilingual primary and secondary education.
- Ensure linguistic progression across curricular areas when transferring from Key Stage 2 to Key Stage 3, from Key Stage 3 to Key Stage 4 and promote linguistic progression from Key Stage 4 to lifelong learning.
- Develop a clear County statement in terms of expectations when considering pupils' competence and the need to ensure appropriate challenge for all pupils in order to fully achieve their educational potential;
- Work in partnership with all providers to improve the standard of Welsh within the learning environment.

- Consider remodelling provision and evaluate the feasibility of creating an immersion centre for latecomers within the lifespan of the plan – dependent upon budgetary matters and operational considerations such as staffing etc.
- Ensure that latecomers are supported to make the best possible use of the teachers who support the development of the Welsh language in order that they can integrate naturally in their local school and community.
- Develop and promote training programmes which will enable the school workforce to gain the competency and confidence to teach through the medium of Welsh.

7 WESP Outcomes (as pre-determined by Welsh Government)

- More seven year olds are taught through the medium of Welsh
- More learners continue to improve their language skills when transferring from primary to secondary school
- More 14-16 learners studying for qualifications through the medium of Welsh
- More 16 – 19 year olds study subjects through the medium of Welsh in schools, colleges and in the workplace
- More learners with higher skills in Welsh
- Welsh medium provision for learners with additional learning needs
- Workplace planning and continuing professional development

Focus item: Detail pertaining to transition from primary to secondary school was requested to feature specifically in this report:

Of the Year 6 pupils who were assessed in Welsh (808 pupils/56.6% of all the county's pupils), 751 pupils/92.9% of them were assessed in Welsh (as a subject) at the end of KS3 in 2016. There is clearly a reduction in the numbers between Key Stages which will be addressed by the WESP – and will be subject to particular focus with head teachers in order to exceed current percentages.

Our current position and targets for the next three years relating to the number of Year 9 learners who are assessed in Welsh (First Language) are as follows -

Current Position	2017/2018	2018/2019	2019/2020
42.2%	43%	44%	45%

The above progress targets are to be planned based upon an analysis of current transition trends i.e. number of pupils who transfer to Welsh medium provision from one key stage to the next. In addition, these targets will be revised and re-calibrated at the end of the 1st year of WESP implementation when progress of all schools along the language continuum will have been agreed and more accurately quantified.

To achieve this outcome we will:

- Promote the benefits of bilingualism
- Ensure linguistic progression from the early years' sector to KS2 and to the secondary sector.
- Increase the provision of bilingual education in the secondary sector.
- Adopt a clear progression protocol to increase the number of pupils who continue to study through the medium of Welsh at each key stage and ensure that this is communicated clearly to all stakeholders.

Supporting Statement:

The current definition of our secondary schools is as follows:

Type of school	Number	%	Number of pupils
Welsh Medium	1	8.3	877
Bilingual- 2A	2	16.6	1920
Bilingual- 2B	2	16.6	2757
English Medium with significant Welsh (EW)	3	25	2779
English Medium (EM)	4	33.3	2848

Our primary schools are currently defined as follows:

Type of school	Number	%	Number of pupils
Welsh Medium	58	58.6	6784
Transitional	2	2	292
Dual Stream	11	11.1	2885
English Medium with significant Welsh	3	3	698
English Medium	25	25.3	4626

In order to increase the number of places available in Welsh medium and bilingual schools, we will reconfigure the current provision by:

- Increasing the number of subjects available through the medium of Welsh in our 2B, EW and EM schools.
- Ensuring that our EW and EM schools can provide Welsh as a 1st language in advance of the new continuum.
- Measuring the demand for bilingual education in our urban areas with a focus on secondary education before the end of the plan.

We will ensure that all pupils are able to speak, read and write the language fluently by the end of Key Stage 2 to their expected levels. We will develop a protocol which outlines our expectations that learners who have followed the Welsh 1st language programme in the primary school will continue with this programme when transferring to the secondary phase. It will also articulate our expectation that all learners who have attended primary schools defined as Welsh or bilingual **will study at least 3-5 curricular areas through the medium of Welsh at Key Stage 3** in order to embed and further develop their linguistic competency. This will be achieved by targeting training for staff who teach KS3 in the schools in question, initially in an ERW/WG funded pilot project, to be implemented in 2017/18.

Implementation. A detailed overarching implementation plan has been formulated (which has been highlighted as good practice). The plan is referenced in the hyperlink on p6 of the background papers.

Implementation Support to Schools

- **Refining the Schools' Formula funding model** – the Bilingual Supplement has been subject to some scrutiny recently and is being currently remodelled so that:
 - There's greater clarity on which schools and which learning scenarios qualify for uplift
 - Schools embarking on Welsh medium education for the first time are acknowledged
 - Uplift is more closely affiliated to curricular need, teaching load and average teacher costs
 - Schools leaving bilingual provision to more comprehensive Welsh medium arrangements are recognised
- **Support with Policies and protocols** – support offered to school leaders and governors, such as transition protocols etc.
- **Support with Marketing** – DEC have produced material and video clips which provide positive messages about Welsh medium education. Likewise, Corporate Policy and WG have developed useful booklets which augment the marketing effort.
- **Refining aspects of teaching and learning** – using the Athrawon Gwella'r Gymraeg a Dwyieithrwydd (AGGaD) (Improving Welsh and Bilingualism Teachers) to best effect.
- **Promoting Informal Usage and the Cwricwlwm Cymreig** – by extending the primary language charters and developing a secondary school language charter.
- **Investing in Staff Training and upskilling** (see case study box below):

Case Study: Llanelli Schools' Welsh Medium Pilot 2018

As part of the WESP, Carmarthenshire's Department for Education and Children is working to support Llanelli schools to move along the language continuum, in order to enhance Welsh medium and bilingual provision. This is currently being pursued via an innovative pilot, supported by Welsh Government and the ERW consortium. The Department for Education and Children successfully put together the proposal and have secured £300,000 to sustain the pilot:

- 4 Secondary schools and 15 primary schools are part of the project (32 teachers and 8 Support Assistants)
- It encompasses upskilling teachers and staff to be able to extend Welsh medium and bilingual classroom provision and also in general school life – by improving language skills and increasing confidence of established Welsh speakers and intermediates, whilst also providing support to beginners, by the deployment of Welsh for Adults expertise
- Welsh for Adults input is combined with our Teacher Advisory team to ensure that learning is specifically tailored for classroom application. There is mentoring support and post-course follow-up. This method has not been tried elsewhere to our knowledge; is a ground-breaking pilot, the early results of which are very encouraging.
- There are already tangible results in classrooms and in the general life of the participating schools.

Next Steps

- **WESP Launch Event** – being scheduled and planned for late June/early July 2018
- **Publishing WESP as required by WG:**
 - On the County Council Website
 - In Local Authority Offices
 - In other locations as deemed appropriate
- Further developments are planned as the implementation is rolled out.

4.18

Appendix 1- Defining schools according to Welsh medium provision (current system)

Primary Schools

Welsh Medium [WM]	Welsh medium primary school- all Pupils in the Foundation Phase experience the areas of learning through the medium of Welsh. Welsh is the main teaching medium at KS2 with at least 70% of the teaching through the medium of Welsh. English is introduced formally as a subject at Key Stage 2 and is taught through the medium of English, and English may occasionally be used for some aspects of some subjects.
Dual stream [DS]	Dual Stream Primary school- Two types of provision exist side-by-side in these schools. Parents/pupils opt either for the mainly Welsh-medium or mainly English medium provision which is usually delivered as in categories WM and EM respectively.

Transitional [TR]	Transitional primary school: Welsh medium with significant use of English- <i>Pupils in the Foundation Phase experience the areas of learning mainly through the medium of Welsh. Both languages are used in teaching at Key Stage 2 but with greater emphasis on Welsh so that Welsh is used as the medium of instruction for over half and up to 70% of the curriculum. (Schools would usually only be in this category on a temporary basis)</i>
English (with significant Welsh) [EW]	Predominantly English medium primary school but with significant use of Welsh- <i>Pupils in the Foundation Phase experience the areas of learning in both languages but with greater emphasis on English. In Key Stage 2, both Welsh and English is used in teaching but there is greater emphasis on English. Welsh is used as the medium of teaching or learning for between 20% and 50% of the primary curriculum overall.</i>
English medium [EM]	Predominantly English medium primary school- <i>All pupils in the Foundation Phase experience the areas of learning mainly through the medium of English. English is the main teaching medium at KS2. Welsh is taught as a second language in KS2, and some aspects of some subjects may be taught in Welsh. Less than 20% of the teaching is through the medium of Welsh.</i>

Secondary Schools

1	Welsh medium secondary school- <i>All subjects (including RE and PSE) apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects.</i>
2A	Bilingual Secondary School- <i>At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.</i>
2B	Bilingual Secondary School- <i>At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.</i>
2C	Bilingual Secondary School- <i>50-79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English</i>
EW	Predominantly English medium secondary school with significant use of Welsh- <i>Both languages are used in teaching with 20-49% of subjects taught through the medium of Welsh. All subjects would normally also be taught through the medium of English.</i>
EM	English Medium secondary school- <i>Pupils are mainly taught through the medium of English. Welsh is taught as a second language up to KS4. One or two subjects (which would include Welsh first language) may be taught as an option through the medium of Welsh or using both languages.</i>