

**Diogelu Plant a Gwella Safonau Addysg i Bawb
Safeguarding Children and Improving Education
Standards for All**



Y Gymraeg mewn Addysg

taith at ddwy

IAiTH

SIRGAR

Welsh in Education

Cynllun Strategol y Gymraeg mewn Addysg Sir Gar Carmarthenshire's Welsh in Education Strategic Plan 2014– 2017

Background

The National Assembly passed the **Schools Standards and Organisation (Wales) Act** in January 2013. The Act moved non-statutory WESPs to a statutory footing. The Act placed a duty upon local authorities to consult on, produce and publish a **Welsh in Education Strategic Plan** (WESP) that would be submitted for approval of, and monitoring by, Welsh Ministers. These would be 3 year plans and reviewed on an annual basis.

Section 85 required local authorities to prepare and submit a Welsh in Education Plan for approval or modification by Welsh Ministers. Sections 86 and 87 provided a power for Welsh Ministers to make provision by way of regulations in relation to:

- assessing the demand for Welsh-medium education
- the duration of a Welsh in Education Strategic Plan (WESP)
- its form and content
- its submission to the Welsh Ministers for approval
- the timing of its publication
- the manner of its publication
- the consultation on it
- its review
- the report on implementation of the WESP (or revised WESP).

WESPs detail how local authorities will aim to achieve the Welsh Government's outcomes and targets outlined in the **Welsh Medium Education Strategy** (WMES).

Policy context

The WMES sets out the Welsh Government's vision for an education and training system that responds in a planned way to the growing demand for Welsh-medium education. The aim is to facilitate an increase in the number of people of all ages able to use the Welsh language with their families, in their communities and in the workplace. The WESPs are a key vehicle for creating an improved planning system for Welsh-medium education.

The WESPs will provide the means for the Welsh Government to monitor the way in which local authorities respond and contribute to the implementation of the WMES objectives by:

- ensuring that every step of local authority education processes includes full consideration of Welsh-medium education;
- extending provision where a need is identified on the basis of improved planning;
- moving Welsh-language support services gradually away from the traditional roles of *athrawon bro* towards a new training and mentoring service;
- ensuring the delivery of Welsh-medium support services on the basis of consortia in the near future;
- improving standards and extending the use of Welsh by children and young people, and
- demonstrating progress against the specific targets in the WMES.

The intention of the WESPs is to:

- expect local authorities to be accountable to the Welsh Government for planning Welsh-medium and Welsh-language education provision;

- reflect the aims of the WMES;
- illustrate the current situation, outline appropriate activities and demonstrate improvement;
- be manageable and useful to you as a local authority; and
- demonstrate clear progress over 3-years in each local authority and consortium area towards achieving the WMES targets.

The WESPs will focus on the targets in the WMES and you will be asked to report annually on your performance against these targets:

- *more seven-year-old children being taught through the medium of Welsh as a percentage of the Year 2 cohort;*
- *more learners continuing to improve their language skills on transfer from primary school to secondary school;*
- *more learners studying for qualifications through the medium of Welsh;*
- *more learners aged 16-19 studying Welsh and subjects through the medium of Welsh; and*
- *more learners with improved skills in Welsh.*

You will also be required, in both quantitative and qualitative terms, to address the following and to explore and outline how best to report on progress in these areas:

- *Standards of attainment in Welsh and Welsh Second Language;*
- *Welsh-medium provision for learners with additional learning needs (ALN); and*
- *Workforce planning and continuing professional development (CPD).*

There are four main sections to the WESP as follows:

- Section 1:** **Your vision and aim for Welsh-medium education**
- Section 2:** **The action plan**
- Section 3:** **Commentary and further notes**
- Appendices:** **for presenting detailed data**

Carmarthenshire's Welsh Education Strategy 2014-2017 was approved by the Welsh Ministers on the 24th of September, 2014 and Publication, Implementation and Review of the Plan conditions were set.

The WESP reflects the County Council's aspirations and the aspirations of the Welsh Government, as laid out in the Welsh Medium Education Strategy and Carmarthenshire's Language Policy. The Plan emphasises the commitment to work together to achieve the best outcomes for all Carmarthenshire's children and young people.

In October 2015 we received a letter reminding us that the Welsh in Education Strategic Plans and Assessing Demand for Welsh-medium Education (Wales) Regulations 2013 require a local authority to review its Plan annually which, in effect, means a review of progress against the targets set out in the Plan. The review must be completed and the amended Plan which emerges from that process must be submitted to Welsh Ministers **no later than 20 December 2015**.

The Welsh Government expects to see the latest set of assessment and external examination results in amended Plans together, where appropriate, with brief details of other major developments particularly in relation to Outcomes 1 and 2. If a local authority wishes to amend any of its targets following the review, the Unit would expect to see a brief commentary.

Once the revised Plans have been submitted Welsh Ministers will exercise their functions to approve, approve with modifications or reject a Plan. We will receive written notification of Ministers' intentions as early as possible in 2016.

DATA

Cynllun Strategol y Gymraeg mewn Addysg Welsh in Education Strategic Plan

Deilliant 2- Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith wrth drosglwyddo o'r ysgol gynradd i'r ysgol uwchradd

- Cynyddu canran y disgyblion Blwyddyn 9 sy'n cael eu hasesu yn y Gymraeg (iaith Gyntaf)

Outcome 2: *More learners continue to improve their language skills when transferring from primary to secondary schools*

- *Increase the percentage of Year 9 learners assessed in Welsh 1st language*

Blwyddyn Year	Targed / Target	% BI9 wedi eu hasesu yn Gymraeg iaith 1af % Y9 assessed in Welsh 1st Language
2010		36.0%
2011		36.0%
2012		36.5%
2013		35.6%
2014		38.8%
2015	40%	43%
2016		
2017	42%	

Deilliant 3: Mwy o fyfyrwyr 14-16 oed yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg.

Deilliant 4: Mwy o fyfyrwyr 16–19 oed yn astudio pynciau drwy gyfrwng y Gymraeg, mewn ysgolion, colegau a dysgu seiliedig ar waith

- Cynyddu canran y myfyrwyr 14-16 sy'n astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg.
- Cynyddu canran y myfyrwyr (a gofrestrwyd ar gyfer TGAU Cymraeg iaith gyntaf) sy'n astudio ar gyfer 5 neu fwy o gymwysterau diwedd Blwyddyn 11 drwy gyfrwng y Gymraeg

Outcome 3: *More learners aged 14-16 studying for qualifications through Welsh.*

Outcome 4: *More learners aged 16-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning*

- *Increase the percentage of students aged 14-16 studying for qualifications through the medium of Welsh.*
- *Increase the percentage of students (entered for GCSE Welsh 1st language) who are studying for 5 or more qualifications in Welsh at the end of Year 11*

Blwyddyn Year	Targed / Target	Canlyniad Result
2010		55.0%
2011		60.0%
2012		56.1%
2013		60%
2014		60.2%
2015	65%	<i>I'w gadarnhau / to be confirmed</i>
2016		
2017	67%	

- Cynyddu canran y myfyrwyr (a gofrestrwyd ar gyfer TGAU Cymraeg iaith gyntaf) sy'n astudio ar gyfer 2 neu fwy o gymwysterau diwedd Blwyddyn 11 drwy gyfrwng y Gymraeg-
- *Increase the percentage of students (entered for GCSE Welsh 1st language) who study for two or more qualifications in Welsh at the end of Year 11-*

Blwyddyn Year	Targed / Target	Canlyniad Result
2010		68%
2011		70%
2012		83.9%
2013		87.7%
2014		91.6%
2015	89%	<i>I'w gadarnhau / to be confirmed</i>
2016		
2017	90%	

Cynyddu canran y myfyrwyr 16-19 oed sy'n astudio pynciau drwy gyfrwng y Gymraeg

- Canran y myfyrwyr 16-19 sy'n astudio 2 neu fwy o bynciau drwy gyfrwng y Gymraeg/dwyieithog (e.e. elfennau o gymwysterau/modiwlau)

Increase the % of students aged 16-19 studying subjects through the medium of Welsh

- *The percentage of 16-19 learners studying two or more subjects through Welsh/bilingually (e.g. elements of qualifications/modules):*

Blwyddyn Year	Targed / Target	Canlyniad Result
2010		29%
2011		38%
2012		30.9%
2013		31.3%
2014		33.8%
2015	35%	<i>I'w gadarnhau / to be confirmed</i>
2016		
2017	37%	

Gwella darpariaeth a safonau Cymraeg iaith Gyntaf.

- Canran o ddisgyblion diwedd y Cyfnod Sylfaen sy'n cyrraedd Deilliant 5 mewn iaith, Llythrennedd a Chyfathrebu mewn lleoliadau cyfrwng Cymraeg (ysgolion Cyfrwng Cymraeg, Trawsnewidiol a Dwy Ffrwd)

Improving provision and standards of Welsh First Language.

- *The percentage of pupils at the end of the Foundation Phase who have reached Outcome 5 in Language, Literacy and Communication in Welsh-medium settings (Welsh Medium schools, Transformational and Dual Stream)*

Blwyddyn Year	Targed Target	% sy'n cyrraedd Deilliant 5 Cymraeg ar ddiwedd y Cyfnod Sylfaen % reaching Outcome 5 in Welsh at end of Foundation Phase
2012		85.4%
2013		86.2%
2014		89.2%
2015	92%	91.4%
2016		
2017	93%	

- Canran o ddisgyblion diwedd CA2 sy'n cyrraedd L4+
- *Percentage of learners reaching Level 4+ at the end of KS2*

Blwyddyn Year	Targed Target	% sy'n cyrraedd L4+ Cymraeg ar ddiwedd CA2 % reaching L4+ in Welsh at end of KS2
2010		75.1%
2011		80.5%
2012		83.2%
2013		84.5%
2014		84.4%
2015	89%	88.6%
2016		
2017	90%	

- Canran y disgyblion diwedd CA3 sy'n cyrraedd Lefel 5 ar gyfer asesiadau athro mewn Cymraeg
- *The % of pupils achieving Level 5 for teacher assessments in Welsh at the end of KS3*

Blwyddyn Year	Targed Target	CA3 L5+ Cymraeg KS3 L5+ welsh
2010		72.70%
2011		82.30%
2012		83.2%
2013		83.6%
2014		88.7%
2015	86%	86.5%
2016		
2017	88%	

- Canran o ddisgyblion diwedd CA4 sy'n cyrraedd graddau A*-C TGAU Cymraeg.
- *Percentage of learners at the end of KS4 who reach grades A*-C Welsh*

Blwyddyn Year	Targed Target	CA4 graddau A*-C TGAU Cymraeg
2011		74.1%
2012		74.1%
2013		71.3%
2014		69.1%
2015	77%	72.3%
2016		
2017	80%	

Gwella darpariaeth a safonau Cymraeg Ail iaith.

- Canran y disgyblion diwedd CA2 sy'n cyrraedd o leiaf L4 mewn Cymraeg Ail iaith

Improve Welsh 2nd Language provision and standards

- *Percentage of learners at the end of KS2 who reach at least L4 in Welsh 2nd Language*

Blwyddyn Year	Targed Target	L4+ mewn Cymraeg Ail iaith ar ddiwedd CA2 L4+ in Welsh 2nd Language at ends of KS2
2011		58.4%
2012		51.4%
2013		61.1%
2014		67.1%
2015	64%	65.4%
2016		
2017	68%	

- Canran y disgyblion diwedd Cyfnod Allweddol 3 sy'n cyrraedd Lefel 5 mewn Cymraeg Ail iaith
- *Percentage of learners at end of KS3 who reach Level 5 in Welsh 2nd language*

Blwyddyn Year	Targed Target	Lefel 5 Cymraeg Ail iaith ar ddiwedd CA3 Level 5 in Welsh 2nd Language at end of KS3
2010		52.9%
2011		61.8%
2012		63.5%
2013		70.6%
2014		76.6%
2015	72%	80.9%
2016		
2017	75%	

- Canran y disgyblion diwedd Cyfnod Allweddol 4 sy'n cyrraedd graddau A*-C mewn TGAU Cymraeg Ail iaith Cwrs Llawn
- *Percentage of learners at end of KS4 who reach grades A*-C in GCSE Welsh 2nd language Full Course*

Blwyddyn Year	Targed Target	Canlyniad Result
2010		67.7%
2011		69.7%
2012		67.0%
2013		69.8%
2014		78.2%
2015	72%	79.5%
2016		
2017	74%	

Cynyddu cofrestrïadau Cymraeg Safon Uwch Cymraeg a Chymraeg Ail Iaith fel canran o gofrestrïadau TGAU Cymraeg a Chymraeg Ail Iaith.

- Y canran o ymgeiswyr TGAU Cymraeg sy'n mynd ymlaen i astudio Safon Uwch

Increase registrations for Welsh, A Level Welsh and Welsh Second Language as a percentage of registrations GCSE Welsh and Welsh Second Language.

- The percentage of Welsh GCSE candidates who go on to study A Levels

Blwyddyn Year	Targed Target	Canlyniad Result
2010		7.0%
2011		7.0%
2012		4.5%
2013		5.4%
2014		4.5%
2015	6%	4.2% (30)
2016		
2017	7%	

- Y canran o ymgeiswyr Cymraeg Ail Iaith sy'n mynd ymlaen i astudio Safon Uwch
- *The percentatge of Welsh 2nd Language candidates who go on to study A levels*

Blwyddyn Year	Targed Target	Canlyniad Result
2010		4.00%
2011		3.00%
2012		3.60%
2013		2.5%
2014		3.2%
2015	3%	2.55% (30)
2016		
2017	4%	

Atodiad 3 :

Niferoedd a chanrannau'r disgyblion mewn ysgolion cynradd Cymraeg a dwyieithog sy'n trosglwyddo i ysgolion uwchradd Cymraeg

Cyfanswm y disgyblion mewn ysgolion cynradd Cymraeg a dwyieithog	Cyfanswm y disgyblion sy'n trosglwyddo i ysgolion uwchradd Cymraeg	Canran y disgyblion sy'n trosglwyddo i ysgolion uwchradd Cymraeg a dwyieithog
Carfan BI6 2010 = 863	789	91.4%
Carfan BI6 2012 = 1035	952	92%
Carfan BI6 2013 = 1073	1005	93.7%
Carfan BI6 2014 = 1057	967	91.8%
Carfan BI6 2015- 1127	960	85.25% *

**Darn o waith manylach wedi ei gomisiynu i ymchwilio i'r data yma.*

Cyraeddiadau a pherfformiad mewn Cymraeg Ail Iaith

Cyfnod Allweddol 2 Aseidiadau athro mewn Cymraeg Ail Iaith ar ddiwedd Cyfnod Allweddol 2	Nifer y disgyblion	Canran y disgyblion	Canran sy'n cyrraedd Lefel 4
2011	1,877	49%	58.9%
2012	1,779	42%	51.4%
2013	1,862	49.2%	61.1%
2014	895 allan o 1868	47.9%	67.4%
2015	818 allan o 1767	46.3%	65.4%

Cyfnod Allweddol 3 Disgyblion Blwyddyn 9 sy'n cael asesiad athro mewn Cymraeg Ail Iaith ar ddiwedd Cyfnod Allweddol 3	Nifer y disgyblion	Canran y disgyblion	Canran sy'n cyrraedd Lefel 5
2012	1289 allan o 2021	63.7%	67% (864 allan o'r 1289)
2013	1257 allan o 1983	63.3%	71% (888 allan o'r 1257)
2014	1198 allan o 1959	61.2%	76.6% (918 allan o 1198)
2015	1081 allan o 1926	56.1%	80.9% (885 allan o 1081)

Appendix 3:

Number and percentage of learners from Welsh/bilingual primary schools transferring to Welsh/bilingual secondary schools

Total number of pupils in Welsh/bilingual primary schools	Number of pupils transferring to Welsh medium/bilingual secondary schools.	Percentage of pupils transferring to Welsh medium/bilingual secondary schools.
2010 Year 6 Cohort = 863	789	91.4%
2012 Year 6 Cohort = 1035	952	92%
2013 Year 6 Cohort = 1073	1005	93.7%
2014 Year 6 Cohort = 1057	967	91.8%
2015 Year 6 Cohort = 1127	960	85.25% *

**A more detailed analysis has been commissioned in respect of the 2015 outcome*

Welsh 2nd Language attainment and performance

Key Stage 2 Teacher Assessments at the end of Key Stage 2	Number of learners	% of learners	% attaining Level4+
2011	1,877	49%	58.9%
2012	1,779	42%	51.4%
2013	1,862	49.2%	61.1%
2014	895 out of 1868	47.9%	67.4%
2015	818 out of 1767	46.3%	65.4%

Key Stage 3 Year 9 learners receiving Welsh 2nd language Teacher Assessments at the end of Key Stage 3	Number of learners	% of learners	% attaining Level 5
2012	1289 out of 2021	63.7%	67% (864 out of 1289)
2013	1257 out of 1983	63.3%	71% (888 out of 1257)
2014	1198 out of 1959	61.2%	76.6% (918 out of 1198)
2015	1081 out of 1926	56.1%	80.9% (885 out of 1081)

DATBLYGIADAU / DEVELOPMENTS

1. All Members Seminar

In order to inform Members, many who are also School Governors, a Briefing Session has been arranged for Thursday, November 12th.

The agenda will cover the following issues-

- The Welsh in Education Strategic Plan
- Welsh language attainment data for 2015
- Bilingual education promotional materials
- Codi Caerau Sir Gâr- our new language charter
- The work of the Teachers who Support Welsh and Bilingualism

2. Materials to promote the benefits of being bilingual

Working with the County Council's Communications Department we are in the process of developing promotional materials which can be used by schools to share with parents and their community.

This will include-

- a) Developing a clear branding for the promotional materials- **Taith at Ddwy Iaith**
 - b) Reissuing the 'Taith at Ddwy Iaith leaflet' prepared for 2014 Llanelli Eisteddfod
 - c) A simple, concise leaflet for parents noting the value of being bilingual
 - d) Posters/PPTs which can be displayed/shown around the school/community with statements based on evidence-
- ✓ *Two languages = Twice the choice*
 - ✓ *Worldwide, speaking two or even three languages is completely normal- we want the same for Carmarthenshire's children and young people*
 - ✓ *Learning another language increases opportunities and choices.*
 - ✓ *Two languages gives people two different cultures to experience- there is a wealth of history, music and literature in the Welsh language.*
 - ✓ *Speaking a second language helps us to respect and show tolerance to other languages and other cultures.*
 - ✓ *There are cognitive benefits to being Bilingual. It has a positive effect on intellectual growth and enhances a child's mental development.*
 - ✓ *Researchers have shown that the Bilingual brain can have better task-switching capacities, flexibility, creativity and focus in thinking.*
 - ✓ *It is easier to learn a third language when you are Bilingual as there is a greater sensitivity to language and a better ear for listening.*
 - ✓ *There are definite economic and employment advantages.*
 - ✓ *Bilingualism does not have a detrimental effect on a child's development of English language skills.*
 - ✓ *Children receiving Bilingual education tend to do better across the curriculum – including English.*

- e) Contributions by 'local' Welsh celebrities e.g. Alex Jones on the value of being bilingual
- f) Case Studies of young people from English backgrounds who successfully work locally after following a Welsh medium education e.g. carpenters, plumbers, hairdressers.

3. Codi Caerau Sir Gâr

One of the actions of the WESP was to develop a Carmarthenshire language charter based on the Welsh Government funded initiative which has been successful in Gwynedd.

The simple objective of the charter- **Codi Caerau Sir Gâr** (literal translation is to create Welsh strongholds) is to provide a clear framework, which can be used to promote and increase the use of Welsh by children in a social context. In a nutshell, the **Codi Caerau Sir Gâr's** main aim is to encourage the children of Carmarthenshire to learn and speak Welsh.



Codi Caerau Sir Gâr exhorts participation from every member of the school community, and members of the school workforce and council, the pupils and their parents, school governors and the wider community are all encouraged to take full ownership of it.

Bronze, Silver and Gold Awards

Codi Caerau Sir Gâr is based on the principle that every individual school may set its own challenging and attainable vision in connection with promoting the use of the Welsh language. This recognizes that circumstances may vary from school to school and provides an opportunity for every school to implement its own programme and achieve its own vision.

The aim is to achieve the gold award over a three year period.

Setting a Baseline and Evaluating Impact

An appropriate method of setting a baseline and of evaluating success has been developed in connection with the objective of increasing children's use of Welsh in a social context: primary school pupils throughout Carmarthenshire will be asked eleven pertinent questions in an on-line questionnaire.

This questionnaire will allow children in years 3 to 6 to give details about their use of Welsh within the classroom, on the playground and - beyond school boundaries - within the wider community, and will thus provide an opportunity to measure how confident children are about conversing or undertaking schoolwork through the medium of Welsh. At the same time, the questionnaire will also allow pupils to note their more general feelings about the Welsh language (i.e. whether or not they feel that the language is important to them.)

Every pupil will provide their answers on a scale of zero to ten, by placing a number beside every statement to reflect how much use they make of the Welsh language in certain contexts and how confident they feel when doing so.

This data will provide firm evidence about the language situation at every school, and allow us to establish a baseline, from which each school will be able to develop its own individual

vision. By analysing the responses to the questionnaire, it will be possible to determine which specific aspects each school should focus upon, and thus - through data interpretation - every individual school will be able to see which trail it should follow.

After a period of time, the questionnaire will be revisited - and the same questions asked for a second time – in order to observe what impact has been made in connection with promoting and developing the use of Welsh by primary school pupils in a number of various contexts.

This initial charter is for Welsh medium primary schools. A Welsh 2nd Language Charter is being developed in partnership with ERW Local Authorities to be launched in 2016.

Codi Caerau Sir Gâr will be launched on the 4th December in Yr Atom with an input from Gwynedd's lead officer, the Teachers who support Welsh and Bilingualism, workshops for teachers and a contribution from pupils.

4. The work of the Teachers who Support Welsh and Bilingualism

The Local Authority have a team of teachers who support schools in raising standards in Welsh 1st and 2nd language. Historically these have been funded through the Welsh in Education Grant which in 2015 has been subsumed into the regional Education Improvement Grant. In Carmarthenshire, due to the importance of this agenda, we have decided to protect this funding to ensure we have an effective service to support schools.

The team support in many ways which includes-

- a. **Canolfannau Iaith Hwyrddyfodiaid** (Language Centres) for latecomers to Carmarthenshire which includes support in school, placement in a centre and follow up support in schools on reintegration.
- b. Development of **bespoke resources** e.g. Cwrs Cwmcoedyceirw, reading books.
- c. **Sessions for Parents-** Blas ar Gymru (A taste of Wales)
- d. **Gorsafodded iaith** (Language Stations)- used to target Year 5 pupils and support them to achieve higher levels in Welsh especially in writing
- e. **Support for teachers** to develop their pedagogy/language teaching skills.
- f. **Support for Teaching Assistants-** improving their Welsh language skills
- g. Supporting transition from Year 6 to Year 7 and bespoke programmes for Year 7 and 8 learners in secondary schools
- h. Development of Welsh language skills through Mathematics and Science
- i. Contribute to the Welsh Sabbatical Course hosted by Trinity St David's University

The service also includes the Welsh for Adults provision to ensure that investment in schools is mirrored by investment in the community and offering school staff and parents opportunities to learn/further develop their Welsh skills.