

Appendix 1: Action Plan – Addressing the national targets at an LEA level

Section 1: Your vision and objectives for Welsh medium education

The Education Department's Language Policy sets the ambitious objective of ensuring that all pupils in the County possess appropriate Welsh and English language skills, so as to equip them to become well-rounded members of their bilingual community. This is compatible with the principal objective of the Welsh Strategic Plan namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards.

So as to achieve this ambitious agenda, every establishment is expected to address the following matters.


- Set robust foundations in Welsh in the Early Years, ensuring that pupils from an English background have an opportunity to learn Welsh as soon as possible.
- At KS1/FP, build on the foundations established at the nursery and reception phase through continuing to develop pupils grasp of Welsh, and commence the process of developing their skills in English. In practice, this implies that the majority of schools will start to introduce English as a subject in the final term at the end of KS1/FP, focusing on developing reading, oracy and writing skills in that language. Welsh will be the official language of assessment at the school at the end of the key stage.
- At KS2, continue to develop pupils grasp of Welsh focussing on developing their skills in both languages. Pupils progress in Welsh and English is assessed at the end of the key stage.
- At KS3, ensure that every pupil who has attained level 3+ at the end of KS 2, continues to follow Welsh as First Language so as to ensure appropriate progression and follow-up.
- At KS4, ensure that every pupil studies Welsh as a subject up to the end of Y1 and is assessed in Welsh language proficiency at the end of KS4.
- At KS3 and KS4, use information about previous attainment to ensure that every pupil continues to develop skills in Welsh and English through using both languages as a learning medium.
- Ensure that pupils who are Welsh learners at KS2 and KS3 learn Welsh as soon as possible.
- Improve pupils knowledge and understanding of the cultural, economic, environmental, historical and language features of Wales.
- Develop pupils to become responsible citizens so that they make a significant contribution to their bilingual community.

Following a detailed review of the current **Education Plan**, it was agreed that the Welsh Strategic Plan would focus on the following aspects setting them as clear objectives for our three year work programme.

- Establish a robust foundation for Welsh during nursery education and early years. (**98.6%** of seven year olds are taught through the medium of Welsh.)
- Ensure progression in Welsh as a subject and as a learning medium from KS2 to KS3 (**100%** of learners continue to improve their language skills when transferring from primary to secondary school.)
- Strengthen implementation in those areas/establishments/schools where data shows there is a need.
- Strengthen use of the language cohorts as a progression planning tool in secondary schools.
- Introduce Welsh Baccalaureate at levels 1, 2 and 3 in secondary schools.
- Confirm implementation of the Language Charter at every one of our primary schools focussing especially on workforce training developing medium and methodology elements.

Section 2: The Action Plan

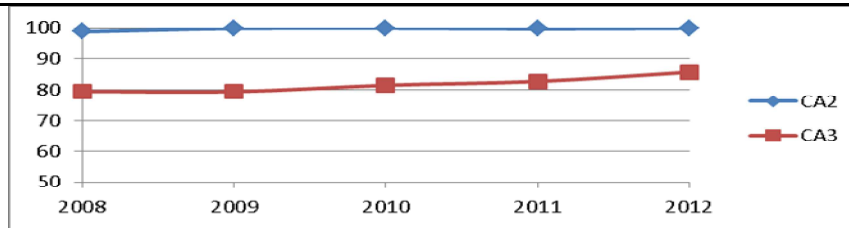
Outcome 1: More seven year olds taught through the medium of Welsh <i>See Appendix 3</i>		TARGET: 98.6%																																																																																																																																													
A. Aim	B. Current performance (Questions to answer)	C. Action	D. Progress																																																																																																																																												
Increase the number of seven year old pupils taught through the medium of Welsh.	<p>o The County does not define primary schools according to language categories, as the same Language Policy is implemented at every school. The same emphasis is placed on bilingualism, namely provide an opportunity for all pupils in the County to be confidently bilingual.</p> <p>o Shown below are the pupil numbers in the KS1 cohort (The Foundation Phase from 2012) and the number assessed in Welsh as First Language.</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>1264/1279</td> <td>1193/1218</td> <td>1124/1145</td> <td>1152/1156</td> <td>1108/1126</td> <td>1182/1203</td> </tr> </tbody> </table> <p>* number assessed / number in the cohort</p> <p>o The above numbers draw very favourable comparison with the remaining LEAs in Wales.</p> <table border="1"> <thead> <tr> <th colspan="6">Percentage assessed in Welsh as First Language at the end of KS1</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr><td>1</td><td>98.3</td><td>97.9</td><td>98.2</td><td>99.7</td><td>98.4</td></tr> <tr><td>2</td><td>76.3</td><td>78.9</td><td>76.4</td><td>76.1</td><td>73.1</td></tr> <tr><td>3</td><td>75.6</td><td>74.5</td><td>72.8</td><td>70.2</td><td>68.8</td></tr> <tr><td>4</td><td>52.5</td><td>55.1</td><td>53.7</td><td>55.0</td><td>55.6</td></tr> <tr><td>5</td><td>22.4</td><td>23.0</td><td>23.3</td><td>25.0</td><td>26.1</td></tr> <tr><td>6</td><td>20.5</td><td>21.8</td><td>23.1</td><td>23.2</td><td>25.0</td></tr> <tr><td>7</td><td>20.3</td><td>21.0</td><td>21.0</td><td>21.9</td><td>21.9</td></tr> <tr><td>8</td><td>19.7</td><td>20.6</td><td>20.1</td><td>21.8</td><td>21.2</td></tr> <tr><td>9</td><td>19.6</td><td>20.6</td><td>19.9</td><td>20.3</td><td>20.8</td></tr> <tr><td>10</td><td>13.9</td><td>15.9</td><td>17.6</td><td>16.9</td><td>17.3</td></tr> <tr><td>11</td><td>13.3</td><td>15.5</td><td>15.9</td><td>15.2</td><td>16.8</td></tr> <tr><td>12</td><td>13.3</td><td>13.0</td><td>13.8</td><td>14.9</td><td>15.9</td></tr> <tr><td>13</td><td>12.5</td><td>11.8</td><td>13.8</td><td>13.5</td><td>15.3</td></tr> <tr><td>14</td><td>11.3</td><td>11.6</td><td>11.8</td><td>13.4</td><td>13.7</td></tr> <tr><td>15</td><td>11.1</td><td>11.3</td><td>10.5</td><td>13.1</td><td>12.8</td></tr> <tr><td>16</td><td>11.0</td><td>11.0</td><td>9.8</td><td>11.2</td><td>12.6</td></tr> <tr><td>17</td><td>8.4</td><td>9.1</td><td>8.6</td><td>10.2</td><td>11.7</td></tr> <tr><td>18</td><td>8.2</td><td>8.2</td><td>8.4</td><td>9.4</td><td>9.4</td></tr> <tr><td>19</td><td>6.8</td><td>7.5</td><td>7.1</td><td>9.0</td><td>8.9</td></tr> </tbody> </table>		2007	2008	2009	2010	2011	2012	KS1	1264/1279	1193/1218	1124/1145	1152/1156	1108/1126	1182/1203	Percentage assessed in Welsh as First Language at the end of KS1							2007	2008	2009	2010	2011	1	98.3	97.9	98.2	99.7	98.4	2	76.3	78.9	76.4	76.1	73.1	3	75.6	74.5	72.8	70.2	68.8	4	52.5	55.1	53.7	55.0	55.6	5	22.4	23.0	23.3	25.0	26.1	6	20.5	21.8	23.1	23.2	25.0	7	20.3	21.0	21.0	21.9	21.9	8	19.7	20.6	20.1	21.8	21.2	9	19.6	20.6	19.9	20.3	20.8	10	13.9	15.9	17.6	16.9	17.3	11	13.3	15.5	15.9	15.2	16.8	12	13.3	13.0	13.8	14.9	15.9	13	12.5	11.8	13.8	13.5	15.3	14	11.3	11.6	11.8	13.4	13.7	15	11.1	11.3	10.5	13.1	12.8	16	11.0	11.0	9.8	11.2	12.6	17	8.4	9.1	8.6	10.2	11.7	18	8.2	8.2	8.4	9.4	9.4	19	6.8	7.5	7.1	9.0	8.9	<p>o Ensure that every pupil is assessed in Welsh as first language at the end of KS1 and KS2.</p> <p>Annually</p>	
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<p>Adopt robust methods of measuring the demand for child care provision and Welsh medium statutory education. Take punctual action on parents review conclusions.</p>	<p>○ Due to the Language Policy’s emphasis on bilingualism and the need to establish robust foundations for Welsh during the early years and develop that during the subsequent key stages, the need to ‘measure the demand’ does not apply at a local level.</p> <p>○ The LEA’s policy (with the exception of two schools) is to offer a part-time nursery place for children at their catchment-area school from the September following their third birthday. The LEA allocates a grant to 73 placements in the unmaintained sector to provide nursery education for 3 year olds before they start at the schools. All the placements are regularly monitored by a team of Foundation Phase Support teachers and Mudiad Meithrin Development Officers and Wales Play Providers Association. Part of this monitoring involves ensuring that they comply with the County’s Language Policy requirements. A series of Welsh training sessions for sector staff are also organized.</p> <p>○ A recent child care adequacy assessment noted that a large proportion of the child care provision in Gwynedd is available in Welsh. As regards statistics for ‘Gwynedd Ni’, it was noted that there are 53 Ti a Fi Circles across the County and two integrated centres which support the early years provision promoting use of Welsh.</p> <p>○ Within the Flying Start Plan and the Language and Play Scheme, there is a multi-disciplinary team that provides a variety of Welsh sessions for parents and children as Language and Play sessions, story sessions, lullaby singing sessions, story sacks, movement, dance and swimming sessions. In addition, a pack of bilingual books is disseminated through the Flying Start Scheme and the ‘Sure Start’ Scheme. Evidence indicates that these multi-disciplinary teams do a considerable amount of work throughout the County to work with parents to underline the importance of the Welsh Language displaying possible methods of transferring the Welsh Language at an early stage in a child’s life.</p>	<p>○ Ensure that every Early Years placement sets a robust foundation for Welsh.</p> <p>Annually</p> <p>○ Every child receives a skills assessment in Language, Literacy and Communication in Welsh on entry to and at the end of part-time nursery education and at the end of the Foundation Phase.</p> <p>September 2013</p>																									
<p>Ensure that 21stC Schools proposals fully take</p>	<p>○ As noted above, there is the same expectation as regards Welsh for every school, namely to provide an opportunity for all pupils in the County to be confidently bilingual. Consequently, any</p>																										

<p>account of Welsh medium provision.</p>	<p>new plans introduced, such as proposals for 21stC Schools, are conditional on Language Policy requirements.</p>																
<p>Improve collaborative working through consortia.</p>	<ul style="list-style-type: none"> ○ The contents of this Scheme, as well as the Education Language Policy, is a core consideration when establishing any new provision or any established collaborative arrangement. ○ In the proposed School Improvement Service Outline Business Plan for North Wales authorities, the following is noted that the key functions of the new entity will be based on the following: ‘The key functions of the new entity will be based on the original principle of providing strategies for the Welsh language both locally and nationally and to increase excellence in pedagogy and Welsh medium/bilingual education in communities throughout North Wales.’ ○ A cross-authority strategy group will be led by the Head of Education who will focus on Welsh, Welsh medium and capacity building. 																
<p>Increase the ability to utilize Welsh medium provision through immersion plans and latecomers centres.</p>	<ul style="list-style-type: none"> ○ The objective of the Language Centres is to provide an intensive course in Welsh for latecomers so as to enable them to integrate into the bilingual community and fully participate in bilingual education experiences. This provision has a core role in assisting primary and secondary schools to implement the current Language Policy. ○ There are by now four primary centres and one secondary centre, that are wholly unique in Wales. The primary centres are located at Caernarfon, Dolgellau, Llangybi and Penrhyndeudraeth, and the secondary centre at Porthmadog. ○ Between 2005 and October 2012, a total of 1056 primary pupils and 358 secondary pupils have benefited from attending the language centres. ○ A recent exciting development has been the Project for Parents, through the support of the Welsh Language Board, and the provision was recently evaluated, and hopefully it will be further developed in future. ○ So as to ensure appropriate progression at the schools, teachers at the centre will provide after care for all pupils upon their return to their schools. ○ An Immersion Plan (with the Welsh Language Board’s support) has been run at Ysgol Tryfan. This provides a taster period for primary school Y5 pupils with progression of intensive attention at the start of secondary school for pupils who have little grasp of Welsh. This is proving to be a success and enables pupils who would not perhaps have selected Welsh medium in the secondary to continue their Welsh-medium/bilingual education. <p>Number of pupils who attended the course between 2007-2012:</p> <table border="1" data-bbox="461 1249 1509 1315"> <thead> <tr> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>○ 17</td> <td>○ 24</td> <td>○ 20</td> <td>○ 17</td> <td>○ 35</td> <td>○ 39</td> <td>○ 152</td> </tr> </tbody> </table>	2007	2008	2009	2010	2011	2012	Total	○ 17	○ 24	○ 20	○ 17	○ 35	○ 39	○ 152	<ul style="list-style-type: none"> ○ Ensure continuity of the current provision and a definite arrangement for monitoring progression at primary and secondary schools. <p>Annually</p>	
2007	2008	2009	2010	2011	2012	Total											
○ 17	○ 24	○ 20	○ 17	○ 35	○ 39	○ 152											

Establish a Welsh Medium Education Forum and establish contact with Children and Young People's Plan. Ensure considerations for resources and funding Welsh medium provision within early years.	<ul style="list-style-type: none"> ○ As noted above, the entire work of the Council and Education Department is driven by the requirements of the Education Language Policy and the Council's Language Plan. Within that context, all the Council's activities and considerations, and specifically the Children and Young People's Partnership prioritises the requirements of Welsh. This will continue as Gwynedd and Isle of Anglesey partnerships merge. ○ A working-group has been established that contains representatives from amongst officers, advisers and headteachers to steer the development of the Education Language Plan and the Strategic Plan. This group also monitors the implementation of the Plan. ○ Likewise, the Council's Language Sub-committee had a key role in the process of preparing the original Language Plan. It is also envisaged that the Council's Language Committee will have a key role in the process of progress monitoring against the priorities. 		
Provide information for parents/carers.	<ul style="list-style-type: none"> ○ The Authority will provide general bilingual information for parents regarding the county-based provision. It is distributed to the parents of primary pupils in January and to the parents of secondary pupils in November. This will include information about the admissions policy. The schools prepare their own prospectus. ○ The services provided by the educational welfare service are available in Welsh and English as ability in use of both languages is essential for these posts. ○ An independent SEN mediation service is currently available through an arrangement with SNAP Wales, that again provides a Welsh and English medium service. 		

Outcome 2: More learners continue to improve their language skills when transferring from the primary to the secondary school. Appendices 3 / 4 should also be completed.		TARGET: 90%																													
A. Aim	B. Current Performance	C. Action	D. Progress																												
Increase percentage of Year 9 pupils who are assessed in Welsh (First Language)	<ul style="list-style-type: none"> ○ The pupil numbers in KS3 cohort and the number and % assessed in Welsh as First Language are indicated below. <table border="1" data-bbox="430 1134 1518 1294"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>KS3</td> <td>1159/1386</td> <td>1150/1441</td> <td>1135/1426</td> <td>1054/1290</td> <td>1185/1427</td> <td>1154/1340</td> </tr> <tr> <td>Gwynedd</td> <td>83%</td> <td>80%</td> <td>80%</td> <td>82%</td> <td>83%</td> <td>86%</td> </tr> <tr> <td>Wales</td> <td>5627/36822 (15.3%)</td> <td>5800/36266 (16%)</td> <td>5594/35221 (15.9%)</td> <td>5550/34717 (16%)</td> <td>5862/35903 (16.3%)</td> <td>5787/34520 (16.8%)</td> </tr> </tbody> </table> <p>*number in the cohort/number assessed</p> <ul style="list-style-type: none"> ○ Compare % assessed at KS3 against the same cohort at KS2, and the number only. 		2007	2008	2009	2010	2011	2012	KS3	1159/1386	1150/1441	1135/1426	1054/1290	1185/1427	1154/1340	Gwynedd	83%	80%	80%	82%	83%	86%	Wales	5627/36822 (15.3%)	5800/36266 (16%)	5594/35221 (15.9%)	5550/34717 (16%)	5862/35903 (16.3%)	5787/34520 (16.8%)	<ul style="list-style-type: none"> ○ Every pupil who has achieved level 3+ at the end of KS2 continues with Welsh as First Language in Y7 and receives assessment in Welsh as First Language at the end of KS3. <p>Annually</p>	
	2007	2008	2009	2010	2011	2012																									
KS3	1159/1386	1150/1441	1135/1426	1054/1290	1185/1427	1154/1340																									
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- The % assessed in Welsh as First Language at the end of KS3, in comparison with other authorities, is good. However, the aim is to increase the % through influencing practices at one school which makes a substantial contribution towards the number of pupils who are not assessed in Welsh as First Language at the end of the key stage.

Percentage assessed in Welsh as First Language at the end of KS3

	2007	2008	2009	2010	2011
1	83.0	79.8	79.6	81.7	83.0
2	71.6	71.4	65.9	66.3	63.3
3	59.4	59.8	63.8	63.8	61.2
4	30.2	33.1	36.9	35.5	35.4
5	19.8	20.5	18.7	20.1	20.7
6	16.7	17.8	18.0	17.0	17.0
7	15.3	16.0	15.9	16.4	16.4
8	14.0	14.1	15.7	16.0	16.3
9	11.5	13.1	12.7	13.7	12.7
10	10.8	11.1	11.9	11.2	12.2
11	10.7	10.6	9.9	10.6	11.5
12	10.2	10.1	9.2	10.6	10.7
13	8.8	9.9	9.2	10.1	9.6
14	8.7	9.5	9.1	9.6	9.4
15	8.6	9.3	9.1	9.1	9.0
16	8.4	9.0	8.1	8.7	8.9
17	7.2	8.8	7.8	8.4	7.5
18	4.9	5.0	5.3	4.6	6.9
19	6.0
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Promote more effective transfer between the pre-school phase to statutory provision, between Key Stage 2 and 3 and Key Stages 3 and 4	<p>○ The pupil numbers in cohort KS1 and KS2 and the number assessed in Welsh as First Language are shown below.</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>KS1/FP</td> <td>1256/1279</td> <td>1193/1218</td> <td>1124/1145</td> <td>1152/1156</td> <td>1108/1126</td> <td>1182/1203</td> </tr> <tr> <td>KS2</td> <td>1264/1264</td> <td>1384/1387</td> <td>1313/1313</td> <td>1272/1277</td> <td>1264/1269</td> <td>1227/1238</td> </tr> <tr> <td>KS3</td> <td>1159/1386</td> <td>1150/1441</td> <td>1135/1426</td> <td>1054/1290</td> <td>1185/1427</td> <td>1154/1340</td> </tr> </tbody> </table> <p>*number in the cohort/number assessed</p> <p>○ The table below indicates the number of pupils who have sat a Welsh as First Language exam during the last five years and the % who achieved grade A*-C.</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Number in the cohort</td> <td>1458</td> <td>1445</td> <td>1355</td> <td>1388</td> <td>1372</td> <td>1266</td> </tr> <tr> <td>Number/% sitting</td> <td>1127 (77.3%)</td> <td>1110 (76.8%)</td> <td>1107 (81.7%)</td> <td>1172 (84.4%)</td> <td>1115 (81.3%)</td> <td>1009 (79.7%)</td> </tr> <tr> <td>% achieving A*-C</td> <td>815 (72.3%)</td> <td>799 (72.0%)</td> <td>778 (70.3%)</td> <td>817 (69.7%)</td> <td>788 (70.7%)</td> <td>749 (74.2%)</td> </tr> </tbody> </table> <p>○ The % sitting an examination in Welsh as First Language has reached 80% since 2009, that is a very positive figure. The % who have achieved grade A*-C is also good. It is however envisaged that improving progression at KS3 will have a positive impact on the % who proceed to sit GCSE exam in Welsh as First Language.</p>							2007	2008	2009	2010	2011	2012	KS1/FP	1256/1279	1193/1218	1124/1145	1152/1156	1108/1126	1182/1203	KS2	1264/1264	1384/1387	1313/1313	1272/1277	1264/1269	1227/1238	KS3	1159/1386	1150/1441	1135/1426	1054/1290	1185/1427	1154/1340		2007	2008	2009	2010	2011	2012	Number in the cohort	1458	1445	1355	1388	1372	1266	Number/% sitting	1127 (77.3%)	1110 (76.8%)	1107 (81.7%)	1172 (84.4%)	1115 (81.3%)	1009 (79.7%)	% achieving A*-C	815 (72.3%)	799 (72.0%)	778 (70.3%)	817 (69.7%)	788 (70.7%)	749 (74.2%)	<p>○ Every pupil achieving level 3+ at the end of KS2 assessed in Welsh as First Language at the end of KS4. The aim is to ensure this progression.</p> <p>Annually</p> <p>○ Ensure that no pupil leaves any of the schools at 16 years of age without a recognized qualification in Welsh.</p> <p>Annually</p>	
	2007	2008	2009	2010	2011	2012																																																										
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Facilitate a higher proportion of Welsh medium provision within bilingual schools.	<p>○ Neither progression between the non-maintained pre-school sector and provision at the Foundation Phase nor between the Foundation Phase and Key Stage 2 is relevant as there is the same expectation namely develop bilingualism, prioritising setting a robust foundation for Welsh.</p> <p>○ The table below shows the progress made in the number and % of pupils who have attained level 3+ at the end of KS2 over the past 5 years.</p> <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Level 3+</td> <td>1156/1255 (92.1%)</td> <td>1295/1378 (94%)</td> <td>1255/1309 (95.9%)</td> <td>1208/1278 (95%)</td> <td>1202/1269 (94.7%)</td> <td>1168/1228 (95.1%)</td> </tr> </tbody> </table> <p>○ The county does not define secondary schools according to language categories as there is the same expectation as regards the Language Policy, to provide all pupils in the county with an opportunity to be confident bilingual speakers. There is one exception to this at Bangor as two secondary</p>							2007	2008	2009	2010	2011	2012	Level 3+	1156/1255 (92.1%)	1295/1378 (94%)	1255/1309 (95.9%)	1208/1278 (95%)	1202/1269 (94.7%)	1168/1228 (95.1%)	<p>○ Reinforce implementation in Bangor catchment-area.</p> <p>September 2013</p> <p>○ Every school to use the language cohorts to plan linguistically for use of Welsh as a learning medium so as to ensure continuity or improvement in language cohort at an individual pupils level.</p> <p>September 2013</p>																																											
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	<p>schools, Ysgol Tryfan and Ysgol Friars share the same catchment-area. There is an expectation for both schools to offer progression in Welsh as First Language at KS3 for those pupils who achieved level 3+ [level 3 or above] at the end of KS2. What varies between both schools is the cross-subject provision, all subjects are provided in Welsh at Ysgol Tryfan whilst the long-term expectation for Ysgol Friars is to ensure that aspects of the curriculum are available bilingually.</p> <ul style="list-style-type: none"> ○ The following table indicates the % of Y7 pupils who achieved level 3+ or above at KS2 who received a Welsh as First Language assessment at the end of KS3. <table border="1" data-bbox="427 411 1509 571"> <thead> <tr> <th colspan="7">% of pupils achieving level 3+ or above at KS2 who received a teacher's assessment in Welsh as first language at the end of KS3</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Gwynedd</td> <td></td> <td>1066/1222 (87.2%)</td> <td>1066/1213 (87.9%)</td> <td>985/1111 (88.7%)</td> <td>1114/1239 (89.9%)</td> <td>1104/1205 (91.6%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ The % who continue with Welsh as first language and are assessed at the end of KS3 is good. This is to be commended but the statistics are not as good at one secondary school where the pupils do not follow Welsh as first Language unless they achieve level 4 or above at the end of KS2. Encouraging the school to progressively move towards this target will be one of the Strategic Plan priorities. 	% of pupils achieving level 3+ or above at KS2 who received a teacher's assessment in Welsh as first language at the end of KS3								2007	2008	2009	2010	2011	2012	Gwynedd		1066/1222 (87.2%)	1066/1213 (87.9%)	985/1111 (88.7%)	1114/1239 (89.9%)	1104/1205 (91.6%)	<ul style="list-style-type: none"> ○ Every school to use Welsh as a teaching and learning medium so as to increase the % certified in A or B language cohorts. <p>Annually</p>	
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	<ul style="list-style-type: none"> ○ From the perspective of progression in use of Welsh as a medium, the expectation that every school focus on using language cohorts as a basis to track language development during the phase of the current Plan will require confirmation. ○ The secondary schools are informed of the language cohorts in which every pupil is placed, by the catchment-area Language Co-ordinator, as they transfer from the primary to the secondary school. This will assist as they decide on the most appropriate provision for them as regards language and subjects medium, and so as to ensure progression and continuity. ○ An audit was held in 2010 to discover information about the curriculum medium and examinations in secondary schools. At that time, the situation was as follows. <p>Curriculum Medium</p> <table border="1" data-bbox="427 1034 1435 1129"> <thead> <tr> <th>Welsh</th> <th>English</th> <th>Formally bilingual</th> <th>Use of both languages</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Examination medium</p> <table border="1" data-bbox="427 1161 1382 1225"> <thead> <tr> <th>Welsh</th> <th>English</th> <th>Use of both languages</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ In the teaching and learning, formally bilingual refers to an annual arrangement where it is ensured that the teaching, the materials, the tasks and the discussion occurs in the language appropriated for the unit, the teacher manages this situation. ○ At the schools where use of both languages is mentioned, although not as structured as the above, both languages is used to reinforce the learning, and there is an emphasis on purposeful concurrent 	Welsh	English	Formally bilingual	Use of both languages	6	1	2	5	Welsh	English	Use of both languages	3	2	9									
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	<p>use of language, namely deal with a resource in one language and respond to it in the other language.</p> <ul style="list-style-type: none">○ It should be underlined that it is the contents, medium and the entire arrangement of curriculum presentation that is prioritized and not the exam papers medium.○ There is a need to continue to raise awareness of the requirement so as to enhance the provision for subjects through the medium of Welsh and to use both languages in more formal situations. The work of the Catchment-area Language Co-ordinators and the Secondary schools Language Co-ordinators working group who hold regular meetings will focus on this.		
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Outcome 3: More 14-16 year old pupils study for qualifications through the medium of Welsh/bilingual. Outcome 4: More 16–19 year old pupils study subjects through the medium of Welsh, in schools, colleges and work-based learning. See Appendix 5		TARGET: Outcome 3: 2 subjects: 70% 5 subjects: 60% Outcome 4: 40 % Welsh medium																													
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Increase percentage of 14-16 year old pupils who study for qualifications through the medium of Welsh.	<ul style="list-style-type: none"> The table below shows the % of Y11 pupils studying for 2 or more qualifications through the medium of Welsh <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Gwynedd</td> <td>413/774 (53.4%)</td> <td>440/785 (56.1%)</td> <td>417/725 (57.5%)</td> <td>492/732 (67.2%)</td> <td>462/689 (67.1%)</td> <td>431/698 (61.7%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The table below shows the % of Y11 pupils studying for 5 or more qualifications through the medium of Welsh <table border="1"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Gwynedd</td> <td>865/1470 (58.8%)</td> <td>870/1454 (59.8%)</td> <td>870/1361 (63.9%)</td> <td>845/1395 (60.6%)</td> <td>812/1375 (59.1%)</td> <td>489/1246 (39.2%)</td> </tr> </tbody> </table>		2007	2008	2009	2010	2011	2012	Gwynedd	413/774 (53.4%)	440/785 (56.1%)	417/725 (57.5%)	492/732 (67.2%)	462/689 (67.1%)	431/698 (61.7%)		2007	2008	2009	2010	2011	2012	Gwynedd	865/1470 (58.8%)	870/1454 (59.8%)	870/1361 (63.9%)	845/1395 (60.6%)	812/1375 (59.1%)	489/1246 (39.2%)		
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Ensure that provision for 14-16 year old learners complies with the Learning and Skills Bill (Wales) 2009	<ul style="list-style-type: none"> The table below shows the % of 16-19 pupils studying subjects through the medium of Welsh. <table border="1"> <thead> <tr> <th colspan="4">% of 16-19 year old students studying subjects through the medium of Welsh at schools.</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Number 16-19</td> <td>717</td> <td>729</td> <td>748</td> </tr> <tr> <td>C= Welsh</td> <td>254 (35.4%)</td> <td>274 (37.6%)</td> <td>290 (38.8%)</td> </tr> <tr> <td>P= Bilingual</td> <td>374 (52.2%)</td> <td>368 (50.5%)</td> <td>424 (56.7%)</td> </tr> <tr> <td>R= Both languages in the same class</td> <td>275 (38.4%)</td> <td>297 (40.7%)</td> <td>248 (33.2%)</td> </tr> <tr> <td>E= English</td> <td>398 (55.5%)</td> <td>421 (57.8%)</td> <td>408 (54.5%)</td> </tr> </tbody> </table> <p><i>There are some constraints on the data. There are four codes for Welsh Medium Learning Activity, namely [C] (Welsh), [E] (English), [P] (Bilingual) and [R] (different language groups in the same class). [C] and [P] are included in the above analysis but not [R] as differences between the Welsh/English medium cannot be differentiated in the same group. Note that every subject UG/A [including BAC and SHC] are included.</i></p>	% of 16-19 year old students studying subjects through the medium of Welsh at schools.					2010	2011	2012	Number 16-19	717	729	748	C= Welsh	254 (35.4%)	274 (37.6%)	290 (38.8%)	P= Bilingual	374 (52.2%)	368 (50.5%)	424 (56.7%)	R= Both languages in the same class	275 (38.4%)	297 (40.7%)	248 (33.2%)	E= English	398 (55.5%)	421 (57.8%)	408 (54.5%)	Annually : <ul style="list-style-type: none"> Collaborate with the main stakeholders to ensure that the provision allows access to bilingual provision across the vocational subjects and Welsh Baccalaureate at KS4 and KS5 Ensure that Partnership Groups and 14-19 Network Quality Sub-group monitor language progression in the courses 	
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	<ul style="list-style-type: none"> ○ All schools respond to the Learning and Skills Bill and have utilized collaborative partnerships. ○ Across the secondary schools, 163 different qualifications are provided through the medium of Welsh/bilingually for 14,296 candidates in the current Y11. 61 of these qualifications are provided through the medium of Welsh only for 2678 candidates. ○ Development of bilingual education is still promoted as one of the 14-19 Network strategy principal priorities and appropriate language progression is ensured as a core aspect of the remit of the Network’s implementation groups. ○ Every course that is grant funded is expected to be bilingually available [it is a rare exception for consideration to be given to support courses that are only available in one language]. ○ The work of the regional Welsh Medium Education Forum and Ffora Wales is promoted and contributed towards. The cross-boundary collaboration has been enhanced and several local partners have had a core role in the task of providing support, advice and guidance to an establishment outside the area. ○ An annual work programme is still provided with regard to developing bilingual inter-active e-learning resources through the work of the 14-19 Network e-teaching Centre (Y GRe). Use of these resources is promoted through a Users Group that include representatives from every school and through an annual training programme. ○ Every school ensures that every KS4 pupil utilises the individualised Learning Pathways Plan that is available bilingually to record his learning (including the courses of study which he is entitled to study and the personal assistance available). 	<p>provided.</p> <ul style="list-style-type: none"> ○ Ensure that Learning Pathways grant funded collaborative vocational courses are available in Welsh/bilingually [including any courses provided by the Colleges] 																	
<p>Increase the percentage of 16-19 year old pupils who study subjects through the medium of Welsh in schools.</p>	<ul style="list-style-type: none"> ○ The following table shows the % of 16-19 students who study subjects through the medium of Welsh. <table border="1" data-bbox="427 938 1509 1070"> <thead> <tr> <th colspan="4">% of 16-19 year old students who study subjects through the medium of Welsh in schools.</th> </tr> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Welsh medium</td> <td>35.4</td> <td>37.6</td> <td>38.8</td> </tr> <tr> <td>Bilingual</td> <td>52.2</td> <td>50.5</td> <td>56.7</td> </tr> </tbody> </table> <p><i>There are some constraints on the data. There are four codes for Welsh Medium Learning Activity, namely [C] (Welsh), [E] (English), [P] (Bilingual) and [R] (different language groups in the same class). [C] and [P] are included in the above analysis but not [R] as the Welsh/English medium cannot be differentiated in the same group. Note that every subject UG/A [including BAC and SHC] are included.</i></p> <ul style="list-style-type: none"> ○ The 14-19 Network use the 14-19 revenue grant to promote post-16 Welsh/bilingual medium provision. The 16+ Welsh-medium/bilingual medium collaborative vocational provision has been increased (in Construction and Hospitality) and thus ensure language progression for collaborative KS4 vocational provisions [except in Computer Games Creative Media]. ○ The range of very high quality bilingual inter-active learning e-resources developed through the 	% of 16-19 year old students who study subjects through the medium of Welsh in schools.					2010	2011	2012	Welsh medium	35.4	37.6	38.8	Bilingual	52.2	50.5	56.7	<p>Annually :</p> <ul style="list-style-type: none"> ○ Collaborate with the principal stakeholders to ensure that the 16+ provision provides access to bilingual provision across the subjects. ○ Work with the key partners to increase the percentage who opt to follow their courses through the medium of Welsh/bilingually. 	
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	<p>work of the 14-19 Network e-teaching Centre (The GRE) are still being added to and the supporting pedagogy is promoted through 'Moodle' developments.</p> <ul style="list-style-type: none"> ○ The strategic planning work required with regards to the Transformation agenda requirements is led by the 16+ Learning Partnership. One of the principal working streams will be to identify the likely impact of a collaborative model for Welsh-medium/bilingual provision. Focus will also be placed on identifying the principal factors that impact the choice of 16+ learning medium. ○ From January 2013, the 16+ Learning Partnership will identify requirements for Gwynedd and Isle of Anglesey 16-19 learning Consortium Leading Board. Phase 1 of the Learning Consortium Planning and Monitoring Cycle will consider data on language medium when preparing strategy priorities for Phase 2 (Set expectation and direction) <table border="1" data-bbox="416 564 976 660"> <thead> <tr> <th>Year</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>n2+</td> <td>461</td> <td>439</td> <td>442</td> <td>506</td> </tr> <tr> <td>N</td> <td>722</td> <td>717</td> <td>729</td> <td>748</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ The following require further focus: <ul style="list-style-type: none"> • Percentage of 16-19 year olds studying 2 or more subjects through the medium of Welsh /bilingually e.g. elements of qualifications/modules • Opinion on that percentage and whether any specific action is required in partnership with schools to maintain or increase it 	Year	2009	2010	2011	2012	n2+	461	439	442	506	N	722	717	729	748		
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<p>Work through 14-19 area networks and 14-19 Forums to maintain and improve upon Welsh medium provision.</p>	<p>See the above comments on the relationship with the 14-19 Network and the regional/national forums.</p>																	
<p>Gather and use data for 14-19 Welsh medium provision Plan for post-16 provision within partnerships.</p>	<ul style="list-style-type: none"> ○ The 14-19 Network through its partnership groups plans for Welsh-medium post-16 provision in accordance with agreed protocols. ○ The 16+ Learning Partnership focuses when planning on the likely impact of a collaborative model on Welsh medium/bilingual provision and to identify the principal factors that impact the choice of 16+ learning medium. ○ As part of the preparations towards establishing Gwynedd and Isle of Anglesey 16-19 Learning Consortium, there is a focus on creating more effective local data gathering systems that will then be able to impact influences on planning post-16 collaborative provisions. ○ In the collaborative provision with schools on the Isle of Anglesey, the number who are able to follow courses jointly are limited to a total of 15 learners per course. ○ Collaborative provision between schools in Arfon offer access to Welsh medium academic courses. PE (15), Sociology (13), Drama (5), Geography (6), History (18) , Psychology (27). In certain instances, this provision is implemented across the Môn/Menai area. 																	

	<p>○ Ensuring an appropriate language progression is a core role of the remit of the Partnership Group and the 14-19 Network Quality Sub-Group and data on the number of courses/number of learners will be discussed during the year to verify compliance and evaluate progress.</p> <p>The table indicates the number and percentage of students who study the BAC through the medium of Welsh (C), Bilingual (P), in a mixed language class (R) and English (E)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>722</td> <td>717</td> <td>729</td> <td>748</td> </tr> <tr> <td>C</td> <td>38 (5.3%)</td> <td>73 (10.2%)</td> <td>84 (11.5%)</td> <td>91 (12.2%)</td> </tr> <tr> <td>P</td> <td>154 (21.3%)</td> <td>158 (22%)</td> <td>134 (18.4%)</td> <td>205 (27.4%)</td> </tr> <tr> <td>R</td> <td>62 (8.6%)</td> <td>64 (8.9%)</td> <td>86 (11.8%)</td> <td>127 (17%)</td> </tr> <tr> <td>E</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0 (0%)</td> </tr> </tbody> </table>		2009	2010	2011	2012	N	722	717	729	748	C	38 (5.3%)	73 (10.2%)	84 (11.5%)	91 (12.2%)	P	154 (21.3%)	158 (22%)	134 (18.4%)	205 (27.4%)	R	62 (8.6%)	64 (8.9%)	86 (11.8%)	127 (17%)	E	0 (0%)	0 (0%)	0 (0%)	0 (0%)		
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Outcome 5: More students with advanced skills in Welsh. <i>See Appendix 5</i>		TARGET:																															
A. Aim	B. Current Performance (Questions to address)	C. Action	D. Progress																														
Improve Welsh literacy skills work.	<ul style="list-style-type: none"> ○ ESTYN's recent guidance 'Strategy and guidance for reviewing literacy for pupils between 3 – 18 years' (September 2011) and the National Literacy Framework (2012) play a prominent role in the Authority's plans to improve pupils literacy skills in Welsh. ○ Schools are supported through focusing on the development of literacy in general as well as skills development in Welsh. This is achieved through promoting learning communities and professional development that will focus on relevant aspects. ○ Specific Teachers: In accordance with the national plans, several experienced teachers have been identified and trained to support primary and secondary schools in areas or aspects of literacy that give cause for concern. 	<ul style="list-style-type: none"> • Promote learning communities Specifically focussing on those elements of literacy requiring most attention. Annually 																															
Improve provision and standards of Welsh as First Language.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6">% of Foundation Phase pupils who achieved Outcome 5+ for teacher assessments in Welsh</th> </tr> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Level 2+/Outcome 5+</td> <td>1076/1222 (88.1%)</td> <td>1046/1148 (91.1%)</td> <td>1044/1155 (90.4%)</td> <td>1023/1129 (90.6%)</td> <td>1035/1182 (87.6%)</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6">% of KS2 pupils who achieved level 4+ for teacher assessments in Welsh.</th> </tr> </thead> <tbody> <tr> <td colspan="6"> </td> </tr> </tbody> </table>	% of Foundation Phase pupils who achieved Outcome 5+ for teacher assessments in Welsh							2008	2009	2010	2011	2012	Level 2+/Outcome 5+	1076/1222 (88.1%)	1046/1148 (91.1%)	1044/1155 (90.4%)	1023/1129 (90.6%)	1035/1182 (87.6%)	% of KS2 pupils who achieved level 4+ for teacher assessments in Welsh.													
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Increase opportunities for learners of all age-groups to practice their Welsh outside the classroom.	<p>o The important work has commenced to promote use of Welsh in schools within a social context.</p> <p>o A working group 'Promoting Welsh in Gwynedd' has been established under the chairmanship of the Head of Education following language impact findings in some primary schools in Gwynedd. This includes representatives from primary schools, the Council, the Education Department and others. Methods to try and promote Welsh outside the classroom have been discussed.</p> <p>A Factor C conference was held in June 2011 and a Language Charter was launched for schools during the conference.</p> <p>Every school is expected to commit themselves to this work but three schools were focussed upon in the various regions during the first year of implementation. Work is now underway at every school.</p> <p>A workforce training course is held for all the teachers and assistants in the catchment-area of the 3 pilot schools (Y Traeth, Edern, Tregarth) during the Autumn Term 2012 and Spring 2013 and then the impact of the training and the implementation will be evaluated by UCNW Bangor Education Department.</p>	<p>o Collaborate with Hunaniaith and other agencies to reinforce use of Welsh in informal situations.</p> <p>From September 2012</p>																																																															

<p>Improve Welsh as Second Language provision and standards.</p>	<p>○ The following tables indicate the pupil numbers assessed in Welsh as Second Language at the end of KS2 and KS3.</p> <table border="1" data-bbox="331 256 1375 323"> <thead> <tr> <th>KS2</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>L4+</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/0</td> <td>0/4</td> <td>0/3</td> </tr> </tbody> </table> <table border="1" data-bbox="331 355 1375 451"> <thead> <tr> <th>KS3</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>L5+</td> <td>72/213 (33.8%)</td> <td>160/295 (54.2%)</td> <td>187/293 (63.8%)</td> <td>136/238 (57.1%)</td> <td>139/246 (56.5%)</td> <td>127/191 (66.5%)</td> </tr> </tbody> </table> <p>○ Second language pilot was not implemented in Gwynedd schools.</p> <p>○ The following table indicates the % of end of KS4 pupils achieving grades A*-C in GCSE Welsh as Second Language (full course).</p> <table border="1" data-bbox="331 544 1375 639"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>A*-C</td> <td>163/208 (78.4%)</td> <td>213/268 (79.5%)</td> <td>179/215 (83.3%)</td> <td>200/255 (78.4%)</td> <td>195/237 (82.2%)</td> <td>157/193 (81.3%)</td> </tr> </tbody> </table> <p>○ The number is small and % success is good.</p> <p>○ Gwynedd schools do not offer the Welsh as Second Language course (short course).</p>	KS2	2007	2008	2009	2010	2011	2012	L4+	0/0	0/0	0/0	0/0	0/4	0/3	KS3	2007	2008	2009	2010	2011	2012	L5+	72/213 (33.8%)	160/295 (54.2%)	187/293 (63.8%)	136/238 (57.1%)	139/246 (56.5%)	127/191 (66.5%)		2007	2008	2009	2010	2011	2012	A*-C	163/208 (78.4%)	213/268 (79.5%)	179/215 (83.3%)	200/255 (78.4%)	195/237 (82.2%)	157/193 (81.3%)		
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<p>Increase opportunities for learners from every age-group to practice their Welsh outside the classroom.</p>	<p>○ See the above comment as regards promoting social use of Welsh.</p> <p>○ Through offering a subsidy to primary schools in the areas where further developments through the Welsh grant are annually required, extra-curricular activities are offered where pupils use Welsh in informal situations e.g. art, gardening, cokerly clubs etc. Very encouraging evaluations were received.</p>																																												
<p>Increase registrations of A Level Welsh and Welsh as Second Language as a percentage of Welsh and Welsh as Second Language registrations.</p>	<p>○ The table below shows the number of Welsh GCSE and Welsh as Second Language candidates who go on to study Higher Levels.</p> <table border="1" data-bbox="656 1015 1223 1169"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>First Language</td> <td>67/259 (25.9%)</td> <td>63/269 (23.4%)</td> <td>52/279 (18.6%)</td> <td>41/265 (15.5%)</td> </tr> <tr> <td>Second Language</td> <td>2/39 (5.1%)</td> <td>6/46 (13%)</td> <td>1/58 (1.7%)</td> <td>3/60 (5%)</td> </tr> </tbody> </table> <p>○ Continue to collaborate with Welsh departments to try and encourage pupils to continue with Welsh up to higher level after passing GCSE. Try and emphasise the advantages of Welsh as an Higher Level subject and as a subject for further study, as well as try and make the subject appealing and relevant to pupils – through various learning and teaching methods and effective use of relevant resources.</p>		2009	2010	2011	2012	First Language	67/259 (25.9%)	63/269 (23.4%)	52/279 (18.6%)	41/265 (15.5%)	Second Language	2/39 (5.1%)	6/46 (13%)	1/58 (1.7%)	3/60 (5%)	<p>Contact M-D college</p>																												
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Outcome 6: Welsh medium Additional Learning Needs Provision		TARGET: 100%	
A. Aim	B. Current Performance (Questions to address)	C. Action	D. Progress
Improve Welsh Medium Additional Learning Needs (ALN) provision.	<ul style="list-style-type: none"> ○ The County's SEN services are principally provided through the SEN Joint-Committee [SENJC], that is a joint arrangement with Isle of Anglesey County Council. SENJC staff include specialist teachers, educational psychologists, statements co-ordinator and administrative/clerical staff. Consequently, pupils and their parents have access to a wholly bilingual service and the entire process of preparing an SEN Statement, including documentation, is offered to parents/guardians in Welsh or in English. ○ There is full compliance with Wales SEN Code of Practice. There is equality of language provision in every service and parents chosen language in every service is identified at an early stage in the process of dealing with an SEN child. Assessments are held in the parents preferred language and steps are taken to ensure that everybody involved in the process are notified of the child's language needs. The needs are also complied with with regard to provision of individualized education plans bilingually and all correspondence and written material is provided either bilingually or in Welsh. Welsh medium or bilingual resources are provided for pupils. ○ Welsh medium and bilingual provision is available for the entire range and diversity of SEN. A bilingual education psychology service is provided for Special and mainstream Schools. A difficulty that arises is ensuring an adequate supply of bilingual educational psychologists. ○ Learning support assistants are expected to be bilingual. Most of the training that is provided for them is also bilingual. ○ The Authority has a service level agreement with SNAP. At liaison meetings held with them, it is ensured that they are aware of the requirements on them as regards the Welsh language. 	<ul style="list-style-type: none"> ○ All pupils with additional learning needs have access to welsh medium services. <p style="text-align: center;">Annually</p>	

Outcome 7: Workforce planning and continuing professional development		TARGET:	
A. Aim	B. Current performance (Questions to address)	C. Targets	D. Progress
Provide an adequate supply of practitioners for Welsh medium education.	<ul style="list-style-type: none"> ○ Despite the lack of an available specific figure, the Education Department is not aware of any <ul style="list-style-type: none"> - primary school posts where the ability to teach through the medium of Welsh is required. - secondary school posts where the ability to teach through the medium of Welsh is required. - secondary school posts to teach Welsh as a Second Language. - Classroom assistants/teaching posts to work through the medium of Welsh. ○ Quality bilingual training arrangements through an INSET programme are available for the LEA's staff and the services provided are wholly bilingual. 		

	<ul style="list-style-type: none"> ○ When advertising posts, the Authority state that post holders should be able to communicate through the medium of Welsh and English to an appropriate level. ○ Staff are encouraged to develop their language skills and are released, if required, to learn or polish up on skills. The Council provide staff training at several levels. ○ Education Department Officers provide managerial and personnel advice and support for school governing bodies. A Governors training programme focuses on staffing matters as well as governors general role and responsibilities. 		
<p>Improve practitioners language skills. Improve practitioners methodology skills</p>	<ul style="list-style-type: none"> ○ Currently, language training is available for all the teachers/assistants as part of the provision for schools, and the choice of more intensive language courses (5 days HADA) is also offered annually. It is envisaged that in future this will occur in the form of Professional Learning Communities. ○ Teachers in schools in the areas where further development is required are targeted through supporting professional learning communities to promote the development of Welsh, focusing on developing teaching/methodology skills, and also focus on aspects of subjects across the curriculum. ○ Every effort is also made to encourage more teachers and classroom assistants to utilize opportunities available to polish up on communication skills in Welsh e.g. Sabbatical Scheme : Canolfan Bedwyr and Bangor University Adults Education Centre. ○ Work has commenced to establish a comprehensive training programme for the entire primary workforce to assist schools to implement Language Charter requirements. . 		
<p>Integrate Welsh medium considerations in all aspects of the Schools Effectiveness Framework</p>	<ul style="list-style-type: none"> ○ Professional Learning Communities are active at the schools and promote use of Welsh. ○ The System Leaders and Senior Leaders who will be active in Gwynedd will be expected to discharge their duties bilingually. 		

Promote use of Welsh more broadly

The purpose of this Appendix is to present some proposals to respond to one of the Council's principal priorities, namely promoting the Welsh language. Gwynedd's Language Strategy recognises the influence of education as well as informal opportunities provided for children and young people to use Welsh as a social medium so as to develop confidence in use of Welsh and nurture positive aspects towards the language beyond formal education situations.

The following proposals are presented and it is intended to hold further discussions on them with Hunaniaith and schools in the county with the objective of developing and implementing plans to positively impact aspects and use of Welsh amongst children and young people during the implementation phase of this Education Plan.

General

A handout promoting the benefits of Welsh medium/bilingual education.

Draw up a Language Charter for every school in Gwynedd.

Foundation Phase

Develop and implement a plan to reward use of Welsh as part of the wider agenda to promote positive behaviour.

Collaborate with the Welsh for Adults Centres to promote Fun for the Family/Welsh for the Family courses that target parents of Foundation Phase children.

Primary

Designate responsibility to every School Council to promote use of Welsh.

Establish Champions of Language or a similar scheme to the playground 'buddy'.

Develop a programme of Welsh and Welsh culture guest speakers to visit primary school pupils to boost status, pride in Welsh and the Welsh identity amongst children and young people.

Secondary

Designate responsibility to every School Council to promote use of Welsh.

Establish Champions of Language.

Develop a programme of Welsh and Welsh culture guest speakers to visit secondary school pupils so as to boost status, pride in Welsh and the Welsh identity amongst children and young people.

Workforce

Language Awareness

Training to improve schools support staff language skills.

Conduct training for the workforce to ensure their grasp of the benefits of acquiring language and appropriate and sensitive methods to promote use of Welsh amongst children and young people.

Governors

Encourage Governors to designate a member to be responsible for promoting use of Welsh at the school.

Section 3: Commentary and further notes

Appendix 2: Welsh in Education Grant, Developing the Workforce and Continuing Professional Development

The grant application for Welsh will support and reflect the Authority's vision for Welsh education in Gwynedd and the provision described in this Plan. This is based on the aims and outcomes of the Welsh Medium Education Strategy.

Expenditure priorities for 2012-13 are based on promoting and supporting the following principal strategies :

- Welsh In Education Strategic Plan
- Raise literacy standards in Welsh
- Reduce impact of poverty on educational attainment

With regard to raising standards of literacy and reducing the impact of poverty, the activities set through the grant will add value to that which is funded through the Schools Effectiveness Grant.

The authority will work jointly with the North Wales Consortium to develop regional and sub-regional partnerships. This strategy will be further developed by 2013-14. A mission statement with regard to the collaboration has already been sent for the attention of WG.

During 2012-13, it is intended to support the priorities listed below through the medium of the Welsh Grant [awaiting final confirmation].

Outcome 1: More seven year olds taught through the medium of Welsh

Continue to provide specific provision to develop Welsh in Anglicized areas (including Bangor catchment-area) working jointly with establishments on the Isle of Anglesey :

- Present a day's training on methodology of presenting language/subjects through the medium of Welsh to primary school teachers in Anglicized areas.
- Support up to 15 schools to develop a more enriching provision of extra-curricular activities through the medium of Welsh.
- Establish a Professional Learning Community to collaborate and jointly develop resources to effectively introduce Welsh in Anglicized areas.

Outcome 2: More pupils continue to improve their language skills after transferring from primary to secondary school

Provide guidance, training and support for secondary school teachers to improve levels of learners achievement in Welsh and Welsh as Second Language. It is intended to meet the demand through:

- Presenting 2 days training for CIG and CAI
- Promoting Professional Learning Communities that will focus on improving teaching, learning and assessment in Welsh and Welsh as Second Language lessons

Provide guidance, training and support for secondary school teachers to improve quality of Welsh-medium, bilingual provision across the curriculum at KS3. It is intended to meet the requirement through:

- presenting 2 days training for every teacher and secondary school assistant
- promoting Professional Learning Communities that will focus on improving the teaching and learning through the medium of Welsh/bilingual [including the work of the sub-regional Good Practice Group]
- part-time secondment to ensure appropriate support and guidance to promote the PLC's work.

Outcome 3: More 14-16 year old pupils study for qualifications through the medium of Welsh

Provide guidance, training and support for secondary school teachers to improve quality of Welsh-medium/bilingual provision across the curriculum at KS4. It is intended to meet the requirement through:

- presenting 2 days training
- promoting Professional Learning Communities that will focus on improving Welsh-medium/bilingual teaching and learning [including the work of the sub-regional Good Practice Group]

Outcome 4: More post-16 pupils study subjects through the medium of Welsh

Run a pilot project with a limited number of secondary schools [awaiting confirmation] to increase number of students 16+ who follow STEM subjects through the medium of Welsh. Advisory guidance and support is provided so as to promote a number of strategies and procedures to develop Welsh within the subject.

- Identify elements/aspects that have relevance to the subject that should be focussed upon (Verbal/Reading/Writing) eg language patterns; presentation methods; up-skill staff's language skills;

use of different texts; develop extended writing opportunities and skills; promote verbal work; assess/mark language

- Define the language guidance required to develop the above-mentioned aspects
- Provide guidance and trial a model unit with the Department
- Evaluate implementation/progress over a period and the impact on standards

Outcome 5: More pupils of every age-group possess improved skills in Welsh

Continue to run 4 Primary Language Centres : Maesincla, Llanybi, Penrhyndeudraeth and Dolgellau

Continue to run the Secondary Language Centre on the Ysgol Eifionydd site

Continue to promote and support the Catchment-area's Language Co-ordinators work

Provide guidance, training and support for primary school teachers to improve levels of learners achievement in Welsh as a subject and to improve quality of Welsh medium curricular provision. It is intended to meet the requirement through :

- presenting 12 days cluster training specifically on improving learners levels of achievement in Welsh as a subject
- presenting 57 days of cluster training to improve quality of Welsh medium curricular provision (mathematics, science, ITC, DaT, Humanities, music, art, PE and PSE)
- promoting Professional Learning Communities focussing on improving teaching, learning and assessment in Welsh and Welsh as Second Language lessons
- part-time secondment to ensure support and appropriate guidance to promote the PLC's work

*** Any secondments through the grant will be jointly funded at a sub-regional level [Gwynedd/Isle of Anglesey] and training sessions and support materials will be jointly developed.*

*** Tryfan Immersion Project additional to the above*

Appendix 3: Number and percentage of pupils who attend funded non-maintained Welsh-medium placements that provide the foundation phase that transfers to Welsh-medium and bilingual schools (specify if information is not available)

Name of funded non-maintained Welsh medium placement (Cylch Meithrin)	Number of available places	Number of children who attend (the number of children funded i.e. four children funded Term 1 and four during the second term these could be the same children)	Percentage of pupils transferring to Welsh and bilingual schools
Cylch Meithrin Abererch	8	8	100%
Cylch Meithrin Beddgelert	2	2	100%
Cylch Meithrin Bethel	5	13	100%
Cylch Meithrin Blaenau Ffestiniog	13	20	100%
Cylch Meithrin Bontnewydd	14	17	100%
Cylch Meithrin Brynaerau	8	12	100%
Cylch Meithrin Bryn croes	4	9	100%
Cylch Meithrin Bryn crug	2	5	100%
Cylch Meithrin Caban Cegin	9	21	100%
Cylch Meithrin Caernarfon-Gelli	8	18	100%
Cylch Meithrin Carmel	4	5	100%
Cylch Meithrin Cefnfaes Bethesda	15	22	100%
Cylch Meithrin Chwilog	2	8	100%
Cylch Meithrin Coed Mawr	2	7	100%
Cylch Meithrin Corris	3	7	100%
Cylch Meithrin Criccieth	6	9	100%
Cylch Meithrin Deiniolen	9	13	100%
Cylch Meithrin Dinas	3	5	100%
Cylch Meithrin Dolgellau	12	19	100%
Cylch Meithrin Dolybont	1	1	100%
Cylch Meithrin Ffestiniog	5	7	100%
Cylch Meithrin Garndolbenmaen	5	7	100%
Cylch Meithrin Gellilydan	0	2	100%
Cylch Meithrin Gerlan	11	13	100%
Cylch Meithrin Harlech	4	6	100%
Cylch Meithrin Hiracl	1	9	100%
Cylch Meithrin Llanbedr	12	17	100%
Cylch Meithrin Llanbedrog	6	8	100%
Cylch Meithrin Llanberis	14	19	100%
Cylch Meithrin Llanengan	3	3	100%
Cylch Meithrin Llanllechid	5	13	100%
Cylch Meithrin Llanllyfni	1	4	100%
Cylch Meithrin Llanrug	6	14	100%
Cylch Meithrin Llanuwchllyn	11	32	100%
Cylch Meithrin Llanystumdwy	5	8	100%
Cylch Meithrin Maesincla	35	50	100%
Cylch Meithrin Maesywaen	16	37	100%
Cylch Meithrin Morfa Nefyn	7	12	100%

Cylch Meithrin Mynydd Llandygai	9	13	100%
Cylch Meithrin Nefyn	10	16	100%
Cylch Meithrin Penrhosgarnedd	14	18	100%
Cylch Meithrin Penrhyndeudraeth	8	15	100%
Cylch Meithrin Pentreuchaf	8	10	100%
Cylch Meithrin Penygroes	12	21	100%
Cylch Meithrin Porthmadog	17	28	100%
Cylch Meithrin Pwllheli	14	21	100%
Cylch Meithrin Rhostryfan	6	11	100%
Cylch Meithrin Sarnau A Llandderfel	16	28	100%
Cylch Meithrin Seiont A Pheblig	20	33	100%
Cylch Meithrin Talsarnau	3	6	100%
Cylch Meithrin Talybont	9	14	100%
Cylch Meithrin Talysarn	4	8	100%
Cylch Meithrin Trawsfynydd	4	5	100%
Cylch Meithrin Tregarth	11	16	100%
Cylch Meithrin Tremadog	8	11	100%
Cylch Meithrin Twthill	10	12	100%
Cylch Meithrin Tywyn	20	45	100%
Cylch Meithrin Waunfawr	8	10	100%
Cylch Meithrin Y Bala 1+ 2	23	83	100%
Cylch Meithrin Y Bermo	10	27	100%
Cylch Meithrin Y Felinheli	11	15	100%
Cylch Meithrin Y Ffor	9	13	100%
Cylch Meithrin Y Garnedd	12	24	100%
Cylch Meithrin Y Groeslon	8	16	100%
Cylch Meithrin Y Gromlech	9	27	100%
Cylch Meithrin Yr Eifl	0	1	100%
Margaret Barnard Playgroup	31	97	100%
Penrallt Playgroup	6	8	100%
Meithrinfa Menai	46		100%
Tir Na Nog	50		100%
Fairways Nursery	50		100%
Meithrinfa Seren Fach	34		100%
Pitian Patian	62		100%

Appendix 4: Number and percentage of pupils attending Welsh-medium and bilingual primary schools transferring to Welsh medium secondary schools

As noted in the plan, every pupil transfer to bilingual secondary schools.

Appendix 5: Achievement and performance in Welsh as Second Language
(This information should be provided at LEA level)

Year: 2012

Key Stage 2

	Pupil Numbers	Percentage of pupils	Percentage achieving Level 4
Teacher assessments in Welsh as Second Language at the end of Key Stage 2	1238	3/1238 (0.24%)	0%

Key Stage 3

	Pupil numbers	Percentage of pupils	Percentage achieving Level 5
Year 9 Pupil receiving teacher assessment in Welsh as Second Language	1340	191/1340 (14.3%)	127/191 (66.5%)

Appendix 6

LANGUAGE POLICY IMPLEMENTATION GUIDELINES

The purpose of this document is to present a summary of the expectations placed on headteachers and their schools as regards implementing the Language Policy.

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

It is the Headteacher's responsibility to ensure the success of the Language Policy at his/her school; the Headteacher is expected to provide firm guidance so as to establish a detailed understanding of the policy objective and to ensure that the efforts of the classroom teachers are reinforced through ensuring that there is an appropriate Welsh language and Welsh ethos at the school.

The Language Policy defines pupils language development in Welsh and English as they work towards achieving the objective of bilingualism.

COHORT	Definition of the type of pupil according to language ability.
A	Pupils with age-related parallel proficiency in Welsh and English.
B	Pupils with appropriate proficiency in Welsh but who need to strengthen their English-medium language skills.
C1	Pupils with appropriate proficiency in English but who need to strengthen certain aspects of their Welsh-medium language skills.
C2	Pupils with appropriate proficiency in English but who lack the appropriate Welsh-medium age-related skills.
CH	Pupils who lack appropriate age-related skills in either language.

Every school is expected to plan carefully to develop every pupil's bilingualism through purposeful language planning.

OVERALL AIMS

The objective of the Language Policy is to ensure that all pupils in the county possess appropriate language skills in Welsh and English. This expectation also applies to each of the schools.

It is imperative that there is appropriate provision to enable every pupil to develop to become bilingually proficient. Within that context, there is a need to continue to nurture the skills of those pupils who are Welsh and who speak Welsh and introduce Welsh to learners.

Every educational establishment in the county is expected to reflect and reinforce the Language Policy in their administration, their social life and pastoral arrangements as well as in their curricular provision.

Although the Policy's overall objective is to achieve bilingualism, the bias is towards Welsh. This is particularly the case in the early years so as to set robust foundations for further development. At the other Key Stages, a firm strategy is required in order to develop the pupil's grasp of Welsh.

SPECIFIC AIMS**PRIMARY SCHOOLS**

During the Early Years, firm foundations need to be established in Welsh so as to ensure that pupils in the Anglicized areas have an opportunity to learn Welsh as soon as possible. In that regard, there is a need to implement the contents of the documents 'Establishing the Foundations of Bilingualism in the Early Years' and 'Planning Language Development in the Anglicized areas'.

At KS1, the foundations laid in the nursery and reception phase should be built upon through continuing to develop pupils grasp of Welsh, and commence the process of developing their skills in English. In practice, this implies that most of the schools will start presenting English formally in the final term at the end of KS1. Welsh will be the official language of assessment at the school at the end of the key stage.

At KS2, pupils grasp of Welsh should continue to be developed, focussing on developing their skills in both languages. Pupils progress in Welsh and English is assessed at the end of the key stage.

Every school should establish a procedure to track and measure the pupils language development in accordance with the Language Cohorts with the objective of ensuring that all move towards Cohort A.

In addition, schools are expected to ensure that pupils who learn Welsh at KS2, do so as soon as possible, either through attending a Language Centre, or through intensive provision at the school, so as to enable them to follow the curriculum through the medium of Welsh/bilingually.

SECONDARY SCHOOLS

There is the same expectation of every secondary school.

Every pupil who achieves level 3+ at the end of KS2 is expected to follow Welsh as First Language so as to ensure appropriate progression and continuity. There is also a need to ensure that every pupil studies Welsh as a subject up to the end of Y11, and is assessed in Welsh at the end of KS3 and sits appropriate external examinations at the end of KS4.

It is imperative that the foundations laid in the primary sector are built upon through ensuring that every pupil continues to develop Welsh and English-medium skills through using both languages as a learning medium to various extents. In that regard, there is a need to use the information communicated about every pupil's language cohorts by the Catchment-area Language Co-ordinators for purposeful language planning. In practice, this will involve taking the following course of action.

With regard to A and B cohort pupils, the vast proportion of their curriculum will be through the medium of Welsh. In practice, at least 70% of their curricular experiences will be through the medium of Welsh.

As regards learners who need to develop and reinforce their skills in Welsh [C1 cohort], the curriculum is planned in a manner that will allow them to practice and develop Welsh cross-curricularly. In practice, at least 50% of their curricular experiences will be through the medium of Welsh.

As regards the minority of pupils who possess appropriate skills in English, but who lack the appropriate skills in Welsh [cohort C2], an emphasis is placed on planning cross-curricular opportunities to develop their verbal skills cross-curricularly in Welsh. In such instances, at least 30% of their curricular experiences will be in Welsh.

Every school should establish a system to track and measure pupils language development in accordance with the Language Cohorts with the objective of ensuring that all of them move towards Cohort A.

In addition, schools are expected to ensure that pupils who are Welsh learners in the early years of KS3, learn the language as soon as possible, either by attending the Language Centre or through intensive provision at the school, so as to enable them to follow element of the curriculum through the medium of Welsh/bilingually.