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**Gwasanaeth Democraidd**  
**Democratic Service**  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Cyfarfod / Meeting

**PWYLLGOR IAITH**  
**LANGUAGE COMMITTEE**

**10.30AM, DYDD GWENER, 4 EBRILL, 2014**

**10.30AM, FRIDAY, 4 APRIL, 2014**

Lleoliad / Location

**SIAMBR HYWEL DDA,**  
**SWYDDFA'R CYNGOR / COUNCIL OFFICES,**  
**STRYD Y JÊL / SHIREHALL STREET,**  
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# **PWYLLGOR IAITH LANGUAGE COMMITTEE**

## **AELODAETH/MEMBERSHIP (15)**

### **Plaid Cymru (8)**

Y Cynghorwyr/Councillors

Craig ab Iago

Elwyn Edwards

Alan Jones Evans

Dyfrig Jones

Liz Saville Roberts

Mair Rowlands

Gareth Thomas

Mandy Williams-Davies

### **Annibynnol/Independent (4)**

Y Cynghorwyr/Councillors

Tom Ellis

Eric M. Jones

Eirwyn Williams

Elfed Williams

### **Llais Gwynedd (3)**

Y Cynghorwyr/Councillors

Gweno Glyn

Alwyn Gruffydd

Gruffydd Williams

### **Aelodau Ex-officio/Ex-officio Members**

Cadeirydd ac Is-gadeirydd y Cyngor / Council Chairman and Vice-chairman

### **Aelod Arall a Wahoddir / Other Invited Member**

Y Cynghorydd / Councillor Ioan Thomas – Aelod Cabinet – Y Gymraeg / Cabinet Member – The Welsh Language

# AGENDA

**1. APOLOGIES**

To receive apologies for absence.

**2. DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest.

**3. URGENT BUSINESS**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

**4. MINUTES**

The Chairman shall propose that the minutes of the last meeting of this committee held on 15 January, 2014 be signed as a true record (copy attached).

**5. UPDATE ON THE LANGUAGE CHAMPIONS SCHEME AND THE USE OF THE WELSH LANGUAGE AT BANGOR, TYWYN AND DOLGELLAU LEISURE CENTRES**

To receive a verbal report by the Senior Operational Manager, Social Services, Housing and Leisure Department.

**6. PROGRESS OF PUPILS AT THE LANGUAGE CENTRES**

To receive the report of the Head of Education (copy attached).

**7. SUSTAINABLE PROCUREMENT SCRUTINY INVESTIGATION**

To submit an update by the Chairman of the Scrutiny Investigation Group.

**8. WELSH LANGUAGE COMMISSIONER'S STANDARDS INVESTIGATION**

To consider the report of the Equality and Language Officer (copy attached).

**9. LANGUAGE COMPLAINTS**

To consider the report of the Equality and Language Officer (copy attached).

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## LANGUAGE COMMITTEE, 15.01.14

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**Present:** Councillor Liz Saville Roberts (Chair).

**Councillors:** Craig ab Iago, Elwyn Edwards, Alan Jones Evans, Alwyn Gruffydd, Eric Merfyn Jones, Mair Rowlands, Gareth Thomas, Eirwyn Williams, Elfed Williams and Mandy Williams-Davies.

**Officers:** Sion Huws (Compliance and Language Manager), Debbie Anne Williams Jones (Democratic Services Manager), Dewi R.Jones (Head of Education Department), Bethan Eleri Roberts (Education Quality Improvement Officer), Sharon Warnes (External Consultant), Geraint Owen (Senior Human Resources Manager) and Ioan Hughes (Member Support and Scrutiny Officer).

**Observer:** Councillor Ioan Thomas (Cabinet Member for the Welsh Language).

### Venue

On short notice, it was decided to hold the meeting in Siambr Arfon rather than Ystafell Glyder Fawr. The Chair also referred to arrangements which were being made for holding meetings of this committee consistently on the same day of the week during next year.

**Apologies:** Councillors Gweno Glyn, Tom Ellis, Dyfrig Jones and Gruffydd Williams.

### 1. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

### 2. URGENT ITEM – Dealing with a Welsh prescription

This item was not included on the agenda; however, the Chair agreed that it could be discussed as an urgent item under Section 100B(4)(b) of the Local Government Act 1972 because she was of the opinion that the matter should be discussed urgently.

A member referred to an incident in the chemist of the Morrisons company in Bangor recently when a prescription had been refused to be dealt with because it had been written in Welsh.

The member knew of a doctor who used the Welsh language when providing prescriptions 30 years ago and the member emphasised that the attitude of Morrisons was unacceptable. It was suggested that information should be sought regarding the Health Board's Language Policy.

However, it was explained that questioning the policy of another body was not within the Language Committee's authority and it would be more logical to contact the Language Commissioner to express the Committee's concern.

In response to the observations, the Cabinet Member for the Welsh Language noted that it would be more useful for him to express the Language Committee's dissatisfaction rather than seeking information regarding the Language Policy of the Health Board.

**Resolved unanimously that the Cabinet Member for the Welsh Language will write to the Language Commissioner and to Morrisons expressing the Language Committee's dissatisfaction regarding the way in which the Welsh prescription was refused in the company's chemist in Bangor.**

### **3. MINUTES**

The Chairman signed the minutes of the previous meeting of this committee held on 10 October, 2013 as a true record, subject to amending the wording of item 1 in the Welsh version so that it read:

*'Penderfynwyd ethol y Cyngorydd Gweno Glyn yn is-gadeirydd y pwyllgor hwn am 2013/14'.*

### **4. LANGUAGE STANDARDS**

Submitted – the report of the Equality and Language Officer, noting that it was expected for all Welsh Local Authorities and National Parks to undertake a Standards Investigation in accordance with the statement made by the Language Commissioner.

The Standards Investigation would commence on 27 January 2014 and the process, in the form of a questionnaire, would take 12 weeks.

It was explained that Language Standards were different to Language Plans and were imposed on an organisation rather than agreed upon. The Language Commissioner anticipated that every relevant body would implement the standards within two years.

Members noted that Gwynedd Council had already achieved the aim in terms of the standards but efforts should be made to take it a step further and certainly there should be no stepping back.

Members were also eager to respond positively to any changes.

**RESOLVED to accept the report for information.**

### **5. DEPARTMENTAL PRESENTATION – HUMAN RESOURCES**

Submitted - the report of the Senior Human Resources Manager on 'Recruitment and Appointment and Language Training Statistics' and background papers were circulated amongst members.

During the presentation the following points were raised:

- i) The workforce was important in promoting the Welsh language;
- ii) The number of Welsh speakers in the workforce of Gwynedd Council was increasing;
- iii) Gwynedd Council underlined the importance of using the Welsh language when collaborating with other authorities and bodies.

In terms of statistics, it was noted that 397 job advertisements in Gwynedd Council had been published between October 2012 and September 2013. Of these, 26 had to be re-advertised but it was emphasised that the Welsh language requirement was not the reason for the re-advertisement.

The following were elaborated upon:

- Staff receiving language training;
- Level of language training.

Specific attention was drawn to the fact that 54 Council staff received language training and that 31 of these were from the Social Services, Housing and Leisure Department. It was considered that the workforce of leisure centres were prominent amongst this number.

In response to observations made by members, reference was made to a group established to respond to the Strategic Framework published by the Welsh Government to promote the use of the Welsh language in the field of health and care specifically. It was noted that this underlined the work undertaken by the Council to promote the Welsh language.

During the ensuing discussion the following points were highlighted:

- that it was fair to convey the desire to introduce general training, such as training for chairs, through the medium of Welsh;
- efforts to appoint external providers with the ability to provide training through the medium of Welsh in various fields had proved successful;
- that training in the field of 'mindfulness' which was now available in Welsh was an example of this;
- that the clause which noted that the ability to speak Welsh as 'essential' was included in every job advertisement within the Council;
- lack of confidence caused some employees to choose not to speak Welsh although they had the ability to do so;
- work was in the pipe line to deal with this by holding a training session;
- the above efforts had already proved successful with an example of this being the provision of relevant training in leisure centre activities terminology;
- a high percentage of those appointed to permanent posts received language training and were willing to take full advantage of the follow-up offered;
- the tendency of some to speak English during a telephone conversation could be a further example of lack of confidence and there was an opportunity here to provide training;
- a work programme had been established for the future in accordance with the Language Framework.

**RESOLVED to accept the report.**

## **6. GWYNEDD COUNCIL'S DRAFT LANGUAGE STRATEGY 2014-2017**

Submitted – the report of the Democratic Services Manager and the external consultant.

It was explained that Hunaniaith was responsible for setting the strategic direction to promote the Welsh language in Gwynedd. One of the commitments in the Hunaniaith work programme for 2013/14 was to draw-up the Gwynedd Language Strategy 2014 - 2017 and a Draft Operational Plan.

A consultant had been commissioned to deal with this work and jointly with Hunaniaith they had identified the following six strategic fields which were to be included in the draft document.

- The Family
- Children and Young People
- Communities
- Welsh language Service Provision
- The Workplace
- Infrastructure

The Language Committee was duty bound to fulfil a consultative role on language promotion strategies within the county. As a result, the Draft Strategy was submitted to the committee to provide an opportunity for members to voice their opinions.

The content of the Draft Strategy was elaborated upon and the six fields were dealt with individually. Reference was made specifically to the importance of the 'infrastructure' with the close relationship between the economy, housing and the Welsh language being noted.

It was noted that children and young people were the ambassadors for the future and that this was associated with the need to raise awareness of and market the Welsh language. In relation to this, the importance was noted of ensuring that there were opportunities for young people since the loss of young people meant the loss of jobs and consequently the language and economy would suffer.

## **7. WELSH IN EDUCATION STRATEGIC PLAN 2014-2017**

Submitted – the report of the Head of Education Department, outlining the work undertaken by Gwynedd Council since 1996 in relation to issues dealing specifically with the Welsh language in Education.

The School Standards and Organisation (Wales) Act (2013) became law in Wales on 4 March 2013. The Act placed a statutory duty on local authorities to prepare and introduce a Welsh in Education Strategic Plan. This was the first time for these plans to become statutory and the arrangements would be implemented from 1 April 2014 for a period of three years up to March 2017.

The Head of Department elaborated on this and explained that the Welsh in education Strategic Plan would be a means whereby the Welsh Government could monitor the way in which local authorities responded to the need to implement the objectives of the Strategy and contribute towards them through:

- ensuring that every step of local authority education process included full consideration of Welsh-medium education;
- extending Welsh-medium education provision where a need was identified on the basis of improved planning;
- ensuring the delivery of Welsh-medium support services on the basis of consortia;
- improving standards and extending the use of Welsh by children and young people;
- demonstrating progress against the specific targets in the Welsh Medium Education Strategy.

Reference was made to the aim of the Strategic Plan and attention was drawn to the objective of being able to demonstrate clear progress over three years in each local authority and consortium area towards achieving the Strategy's targets.

It was reported that the focal point of the Plans were the targets contained in the Strategy and it was expected for authorities to report annually on their progress against the following 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 when transferring from primary to secondary school;
- More learners studying for qualification through the medium of Welsh;
- More learners aged 16-19 studying Welsh and subjects through the medium of Welsh;



- More learners with improved skills in Welsh.

A draft copy of the Gwynedd Welsh in Education Strategic Plan 2014-17 was submitted for the attention of the members.

The Head of Education Department guided the members through the draft copy and it was noted that the Education Department's ambitious aim was "*...ensure that all pupils in the county have the appropriate linguistic skills in Welsh and English, in order to enable them to be full members of the bilingual society they are part of.*"

Following a thorough review of the Strategic Plan 2013 -14, it was agreed that the Statutory Strategic Plan (2014-17) would focus on the following aspects in terms of Welsh as a language and as a teaching medium and to set them as clear objectives for the three year work programme of the Council:-

- Setting a firm foundation for the Welsh language during nursery and early years education. (98.6% of seven year old children educated through the medium of Welsh);
- Ensuring progression in the Welsh language as a subject and as a teaching medium from KS2 to KS3. (100% of learners continuing to improve their language skills when transferring from primary to secondary school);
- Ensuring progression in the Welsh language as a subject and as a teaching medium from KS3 to KS4.
- Strengthen implementation in the areas/ schools where data indicated the need to equip headteachers and train the workforce to fully achieve the Scheme's objective;
- Strengthen the use of language cohorts as a progression planning tool in secondary schools;
- Develop the Welsh Baccalaureate at levels 1, 2 and 3 in the secondary schools;
- Confirm implementation of the Language Charter in each of our primary schools giving due attention to workforce training by developing medium methodology elements;
- Promote the use of Welsh as the social language of young people at our secondary schools by establishing and developing a scheme similar to the primary schools' Language Charter.

Should this be successfully achieved during the next three years, it was anticipated that the whole education system could contribute towards the development of Welsh (language and medium) and quality of education and experiences of children and young people of Gwynedd. The Head of Education Department underlined the importance of this.

Information was submitted regarding the Operational Plan and the relevant outcomes, namely:

- Outcome 1 - More seven year old children educated through the medium of Welsh;
- Outcome 2 - More learners continuing to improve their language skills when transferring from primary to secondary school;
- Outcome 3 - More learners aged 14-16 years old studying for qualification through the medium of Welsh;
- Outcome 4 – More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning;
- Outcome 5 - More learners with higher skills in Welsh;
- Outcome 6 – Welsh-medium provision for learners with Additional Learning Needs;
- Outcome 7 – Workforce planning and Continuous Professional Development.

It was noted that Outcome 2 was a field needing particular attention. It was explained that Gwynedd did not define secondary schools according to language categories as it was the same expectation in relation to the Language Policy, namely to provide all students in the county with an opportunity to be confidently bilingual.

There was an exception to this in Bangor, since two secondary schools, namely Ysgol Tryfan and Ysgol Friars, shared the same catchment area. There was a general expectation for both schools to offer a continuation of Welsh as a First Language in KS3 for those pupils gaining a Level 3+ at the end of KS2. A difference was seen between the cross –subject provision of the two schools. In Ysgol Tryfan, all the subjects were offered through the medium of Welsh but the long-term expectation in Ysgol Friars was to ensure that sections of the curriculum were available bilingually.

It was noted that encouraging Ysgol Friars to move more towards the target would be one of the priorities of the Strategic Plan and the main field for discussion in the catchment area of both schools and how best to influence this positively.

It was confirmed that steps had already been taken in order to ensure this, such as teaching Welsh to members of staff.

Reference was made to the need to ensure that co-operative occupational courses funded through the Learning Pathways grant were available in Welsh/bilingually. Only in very exceptional cases was consideration given to supporting courses available in one language only.

In terms of post 16 courses, reference was made to the need to establish a framework of indicators for bilingualism so that the provision, including occupational courses, was monitored and gaps identified in Welsh medium provision. It was noted that the importance of this was to create a workforce for the future.

In response to an enquiry, it was noted that examination papers were being submitted in Welsh and English so that it was possible for pupils / students to choose which language to use. It was added that the language used would depend to some extent on the previous experience in school internal examinations etc.

An indicator could be included to ascertain which language was being used.

A member noted that problems could arise at times as it was easier to use English and getting information from websites was an example of this. However, the member welcomed the Welsh in Education Strategic Plan as a means of strengthening the Welsh language.

It was also confirmed that promoting the use of other languages was being considered.

At the end of the discussion the Gwynedd Language Charter pamphlet was distributed amongst members.

**RESOLVED to accept the report and note the observations made so that the draft version can be submitted to the Government.**

## **8. LANGUAGE COMPLAINTS**

Submitted – the report of the Equality and Language Officer, referring to complaints received during October and November 2013.

There was a call for relevant reports regarding language complaints to be more detailed in future. It was noted that only an outline of the complaints and responses were currently being submitted and more detailed information would be useful in order for the Language Committee to be able to work effectively.

**RESOLVED to accept the report and to note the need to receive more detailed information within the reports in future.**

The meeting commenced at 10.30am and concluded at 12.30pm.

## ITEM 6

<b>MEETING</b>	COUNCIL LANGUAGE COMMITTEE
<b>DATE</b>	7 April 2014
<b>TITLE</b>	Pupils progress at the Language Centres
<b>REMIT</b>	To consider the contents of the report and the presentation, and submit comments
<b>RECOMMENDATION</b>	For approval
<b>REPORT BY</b>	Dewi R Jones, Head of Education
<b>CABINET MEMBER</b>	Cllr Sian Gwenllian

### BACKGROUND

The objective of the Language Centres is to provide an intensive course in Welsh for latecomers to enable them to immerse into the bilingual community and fully participate in bilingual educational experiences. This provision has a core role in assisting primary and secondary schools to implement the Language Policy and establish latecomers with a firm grounding in Welsh. Good contact has been established between the schools and the centres, and their success is evident when pupils return to their schools and communities with a firm grounding in Welsh following a term of intensive learning.

There are by now four primary centres, and one secondary centre that is wholly unique in Wales. The primary centres are at Caernarfon, Dolgellau, Llangybi and Penrhyndeudraeth, and the secondary centre is at Porthmadog.

### PRIMARY LANGUAGE CENTRES

Extensive use is made of the Language Centres provision where 7–11 year old pupils (KS2) who are latecomers to the County attend an intensive course for a term (12 weeks – subject to length of term) to immerse and equip them to receive most of their education through the medium of Welsh or bilingually on their return to school. This is a multi-medium and cross-curricular course on which the teachers scheme of work is based. Verbal work, of necessity, features prominently and play and music activities are used as well as an increasing use of Information Technology. The scheme enables pupils to return to schools in their area and follow their curriculum in Welsh.

At the end of term, as is the practice, every pupil's progress is recorded in a report where the three Attainment Targets are focussed upon, relating the comments to National Curriculum Level Descriptors. The set target is for every pupil to achieve at least Level 2/3 in Welsh.

### PRESENTATION ON LEVELLING PUPILS ORACY

To demonstrate progress made by pupils who attend the Language Centres, **a presentation is given at the Language Committee meeting** on levelling pupils oracy, displaying examples of the various levels, which is the work done by Gwynedd, Môn and Conwy Language Centres.

See attached (Appendix 1) a paper outlining interpretation of Level 1, 2 and 3 as regards:

- Welsh as First Language National Curriculum

- Interpretation of Gwynedd Language Centres Oracy Levelling
- Second Language Curriculum

Attention is specifically drawn to the following points:

- As any test or assessment in Gwynedd is conducted through Welsh as first language , the pupils must be levelled in accordance with Welsh in the National Curriculum requirements.
- During the first few weeks, the learner has limited knowledge of the language. As they have not been exposed to years of diverse linguistic experiences, level 1 and 2 requirements had to be adjusted and matched to children’s language experiences at the Centres.
- Activities tied in with **learning from memory** that correspond to level 1 requirements for the learner.
- Level 2 corresponds to the ‘iaith ar waith’ clause where the learner starts to purposefully use his memorised Language. There is bridging here between certain Welsh as first language level descriptor clauses and Language Centres levels interpretation e.g. increasing use of correct vocabulary and language patterns, begin to demonstrate confidence etc.
- A child who has reached level 3 is not regarded as a ‘learner’. The level descriptors at the Language Centres consequently correspond with Welsh as First Language requirements. The child will speak freely using language that shows an awareness of conjunctions, phrases and a wide range of sentence patterns etc.
- Every centre convene to moderate and reach an agreement on pupils attainment and levels so as to ensure consistency throughout the county.
- A copy of the reports will be sent to the headteachers of the pupils’ home school, together with an invite to visit them at the end of their period spent at the centres so as to observe the pupils progress prior to returning to their schools.
- Examples are kept of the pupils written work as well as a record of their verbal work filmed with a video camera. The teachers provide an opportunity for primary school teachers or the parents to see some of these during their visit to the centre.

So as to ensure appropriate progression at the schools, the centre’s teachers will provide after-care for every pupil on their return to their schools, as well as provide teachers with guidance on appropriate training for the pupils.

## **RECOMMENDATION**

That members give seal of approval.

## National Curriculum Welsh as First Language

## Interpretation of Levelling of Oracy in Gwynedd, Anglesey and Conwy Language Centres

## Second Language Curriculum

<p><b>LEVEL 1</b></p> <ul style="list-style-type: none"> <li>• Discuss familiar issues individually and in groups.</li> <li>• Speak intelligibly.</li> <li>• Appropriate response to simple phrases, instructions and questions.</li> <li>• Convey simple information, respond to stimuli and include some details, if support is provided.</li> </ul>	<p><b>LEVEL 1</b></p> <p>Activities linked to learning from memory that corresponds to level 1 requirements for the pupil—</p> <ul style="list-style-type: none"> <li>• learning drama and dialogues</li> <li>• questioning and answering practices</li> <li>• following instructions</li> <li>• learning 'pieces of language' from memory</li> <li>• speaking intelligibly.</li> </ul> <p>The language patterns are closed.</p>	<p><b>LEVEL 1</b></p> <ul style="list-style-type: none"> <li>• Show and understanding of words and phrases by a familiar voice and respond to them through non-verbal methods or short phrases</li> <li>• Speak intelligibly when imitating and using simple words and phrases.</li> <li>• Convey simple information, given support asking and answering questions</li> </ul>
<p><b>LEVEL 2.</b></p> <ul style="list-style-type: none"> <li>• Starts to show confidence especially when talking about matters within their experience and interest.</li> <li>• Respond appropriately and include appropriate details, occasionally</li> <li>• try, understand and express simple information, and respond to a broader range of stimuli</li> <li>• Pronounce and articulate intelligibly when developing and explaining their ideas</li> <li>• Use an increasing range of vocabulary and patterns that are usually correct.</li> </ul>	<p><b>LEVEL 2</b></p> <p>Activities tied in with 'language in action' that meets level 2 requirements for the pupils—</p> <ul style="list-style-type: none"> <li>• Purposeful use of language, occasionally with support e.g. Describe characters/give instructions Adapt language models/repeat a story</li> <li>• Talk about matters that are within their experience and interest</li> <li>• Verbal activities to nurture confidence</li> <li>• Use an increasing range of usually correct vocabulary and patterns</li> </ul>	<p><b>LEVEL 2</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of short items spoken by a familiar voice e.g. (3 items) How are you? Where do you live? It's sunny. Respond using non-verbal methods or short phrases verbally e.g. <i>ydw i, Dw i'n, Mae gen i</i></li> <li>• Try, understand and Express simple information and respond to a range of stimuli.</li> <li>• Pronounce and articulate intelligibly and vary the vocabulary and patterns somewhat.</li> </ul>
<p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>• Converse with some confidence in various contexts on experiences and events showing some awareness of order and sequence</li> <li>• listen attentively to others, respond in a relevant manner to them and start to ask appropriate questions</li> <li>• Start to adapt their speaking in accordance with the audience's requirements</li> <li>• Express opinion simply</li> <li>• Speak with some accuracy with appropriate pronunciation and articulation and vary and articulate appropriately and vary vocabulary and register</li> <li>• Clearly convey simple, personal and factual information appropriately varying sentences</li> </ul>	<p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>• Converse with some confidence in various contexts on experiences and events showing some awareness of order and sequence</li> <li>• listen attentively to others, respond in a relevant manner to them and start to ask appropriate questions</li> <li>• Start to adapt their speaking in accordance with the audience's requirements</li> <li>• Express opinion simply</li> <li>• Speak with some accuracy with appropriate pronunciation and articulation and vary and articulate appropriately and vary vocabulary and register</li> <li>• Clearly convey simple, personal and factual information appropriately varying sentences</li> </ul>	<p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>• The pupils will show an understanding of a series of short items voiced by a familiar voice through a non-verbal or verbal response i.e. A flowing conversation e.g. I'm John....I live in.....I go to.....</li> <li>• Try to, clearly understands and expresses simple, personal and factual information.</li> <li>• Simply expresses an opinion e.g. I like/ I dislike. Make some statements voluntarily i.e. No response to a question/offer comments without motivation e.g. and me too.</li> <li>• Pronounces and articulates intelligibly using an increasing range of vocabulary i.e. <i>Dw i'n, mae, mi ges i, es i, roedd o'n</i>. A variety of verb tenses may be included, but this is not a necessity.</li> </ul>

## Second Language Curriculum

### LEVEL 4

- familiarise with various voices showing an understanding of the main points of familiar matters presented to them in familiar contexts.
- respond through non-verbal methods and short verbal phrases or in writing.
- Present information and describe experiences i.e. expand on the information e.g. I like rugby, I attended the rugby game at the weekend ... With ... In.. At.... o'clock. Question and respond and offer voluntary comments.
- When expressing an opinion, the pupil will provide various reasons e.g. because it's cool/great/fantastic
- Pronounce and articulate intelligibly using an increasing variety of phrases and sentence patterns e.g. question and respond, express an opinion, use the third person, negative forms.
- Speak with some accuracy i.e. Rely on teacher's comments/background information. Core patterns correct.

### LEVEL 5

- the pupil shows understanding in familiar situations and responds to them.
- begins a conversation and shows more confidence e.g. may I borrow
- shows awareness of order and progression in the conversation i.e. A flow to the ideas e.g. My favourite subject at the school is... Because it is... Monday, we Went with Mr Jones to... and we saw ...
- When expressing an opinion, the pupil provides reasons to explain his ideas i.e. valid reason e.g. Because I am .. because he is ....
- Speaks intelligibly and fairly fluently using various phrases, sentence patterns and verb forms e.g. Verb tense, third person, negative forms
- Speaks with a good degree of accuracy i.e. The whole is on the whole correct
- 

### LEVEL 6

- the pupil shows an understanding of the spoken language used in a range of familiar situations through selecting specific details.
- in a discussion, the pupil attentively listens to contributions from others and responds through asking questions and offering relevant comments.
- when expressing a view, the pupil agrees or disagrees and provides reasons in support of that view.
- Speak fluently using an increasing diversity of phrases and sentence patterns and as a rule, correctly varying verb tense and person.

<b>MEETING:</b>	<b>LANGUAGE COMMITTEE</b>
<b>DATE:</b>	<b>APRIL 4 2014</b>
<b>TITLE:</b>	<b>WELSH LANGUAGE COMMISSIONER'S STANDARDS INVESTIGATION</b>
<b>AUTHOR:</b>	<b>EQUALITY AND LANGUAGE OFFICER</b>
<b>PURPOSE OF REPORT:</b>	<b>FOR INFORMATION / COMMITTEE'S COMMENTS</b>

## **1. BACKGROUND**

- 1.1. A copy of the Welsh Government's consultation document on the Proposed Standards Relating to the Welsh Language was presented to the Language Committee in January.
- 1.2. At the same meeting, it was mentioned that Welsh Local Authorities and National Parks would be required to respond to the Language Commissioner's Standards Investigation as part of the first cycle. The purpose of the investigation is to ascertain what Standards apply to which organisation and to ensure that the Standard's requirements are not unreasonable or disproportionate. The Investigation has been presented to as a Questionnaire, to be filled in by 18 April.
- 1.3. The Questionnaire contains 136 questions on what the Council does, how much of this is done through the medium of Welsh and whether or not we can foresee any problems complying with the new requirements.
- 1.4. In Gwynedd's case, we do not foresee many problems with compliance, as we already provide what is required- often to a greater extent than the Standards dictate.

## **2. SPECIFIC CONSIDERATIONS FOR GWYNEDD**

- 2.1. As noted at the previous Committee, the purpose of the Standards is to establish a set of consistent requirements for all the relevant organisations in Wales. The Council's current Language Scheme and internal culture mean that we already conform to these expectations; indeed, our emphasis on prioritising the Welsh language and promoting it goes beyond the Standards. The Language Committee is therefore asked to consider and comment upon what should be noted under the "further comments" section of the Questionnaire.



2.2. The following points are noted as preliminary considerations for discussion:

- The Council would appreciate confirmation that the Standards represent a basic requirement and of the Commissioner's support for any organisation wishing to work and develop beyond the Standards' core requirements.
- We will ask that the Commissioner considers the role of an organisation such as Gwynedd in relation to partnership, regional or any other joint provision arrangements. The Council's aim is to ensure that joint provision never leads to deterioration in language provision. Again, we would appreciate the encouragement to aim higher than the Standards and the support to continue to influence partners' provision.
- We note in the Questionnaire that we were unable to reach every Standard, due to other organisations' failures. The Language Committee will already be aware of examples of this; the effort to get Welsh Swimming Certificates and Cremation forms, for instance.
- Some of the Record Keeping Standards may prove to be problematic. Since Welsh is the default language when the public contact us, it would be impractical to count each contact made through the medium of Welsh. Since we aim for 100% compliance in relation to this, it is difficult to see how very detailed records could possibly add value.

### **3. THE COMMITTEE IS ASKED TO**

3.1. Consider the comments noted above, adapting or adding to them as necessary.

<b>MEETING:</b>	<b>LANGUAGE COMMITTEE</b>
<b>DATE:</b>	<b>APRIL 4 2014</b>
<b>TITLE:</b>	<b>LANGUAGE COMPLAINTS</b>
<b>AUTHOR:</b>	<b>EQUALITY AND LANGUAGE OFFICER</b>
<b>PURPOSE OF THE REPORT:</b>	<b>PRESENT LATEST LANGUAGE COMPLAINTS TO THE COMMITTEE</b>

## **1. COMPLAINS THAT HAVE RECIVED FULL ATTENTION**

- 1.1. A complaint was raised by an Elected Member, having been contacted by a Community Council regarding the poor standard of Welsh in an e-mail received from a member of Council staff. The member requested that that the Officer be offered Language Improvement training.
- 1.2. Following a conversation between the Equality and Language Officer and the Welsh Tutor, it was confirmed that the usual arrangement for lessons was for the Line Manager to nominate staff members in need of training.
- 1.3. The Line Manager was contacted, and it would appear that the officer in question is a Welsh speaker, but is not usually expected to correspond with the public as part of hid day-to-day work: His Welsh-language skills are commensurate with his job description. It would appear that on this occasion, he wrote the e-mail to save time at a busy period for the department.
- 1.4. The Line Manager suggests that as such a situation is likely to occur often (if at all); the most proportionate response would be to remind staff of the need to check any message sent beyond the Council. He will be drawing staff's attention to this, and to the help available through CySill and the Council's Translation Unit. It should be noted that this solution complies with the requirements of the Welsh Language Scheme.
- 1.5. The complainants have been informed of the action taken.

## **1. COMPLAINTS AWAITING FULL RESPONSE**

<b>DATE</b>	<b>COMPLAINT</b>	<b>ACTION</b>
<b>March 2014</b>	Complaint from a member of the public regarding the failure to provide first-contact Welsh response on four occasions at Dolgellau Leisure Centre (three telephone calls and one visit)	Provision and Leisure Senior Operational Manager aware of the complaint and preparing a report on the matter <b>NB</b> The Manager will be attending the Committee and will be available to provide a verbal update.

<b>DATE</b>	<b>COMPLAINT</b>	<b>ACTION</b>
<b>March 2014</b>	Complaint from a Member that the Planning Department are using the English address in correspondence	Contact the Department to remind them that it is expected that only the Welsh version be used in Council correspondence. Also enquire whether there may be a problem with data-bases and systems, making it more difficult to give priority to Welsh versions.