



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

LANGUAGE COMMITTEE

Date and Time

10.00 am, THURSDAY, 28TH JANUARY, 2021

Location

Cyfarfod Rhithiol / Virtual Meeting

Contact Point

Natalie Lloyd Jones

NatalieLloydJones@gwynedd.llyw.cymru

(DISTRIBUTED 20/01/21)

LANGUAGE COMMITTEE

MEMBERSHIP (15)

Plaid Cymru (8)

Councillors

Elwyn Edwards
Aled Ll. Evans
Elin Walker Jones
Elfed Williams

Alan Jones Evans
Judith Mary Humphreys
Olaf Cai Larsen

Independent (5)

Councillors

Elwyn Jones
Kevin Morris Jones
Eirwyn Williams

Eric M. Jones
John Pughe Roberts

Llais Gwynedd (1)

Councillor

Alwyn Gruffydd

Gwynedd United Independents (1)

Councillor

Vacant Seat - Gwynedd United Independents

Aelodau Ex-officio / Ex-officio Members

Chair and Vice-Chair of the Council

Other Invited Member

Councillor Nia Jeffreys, Cabinet Member Corporate Support - The Welsh Language

A G E N D A

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 previous meeting of this committee held on 12th November, 2020, be signed as a true record (attachment to follow)

5. UPDATE ON ARFOR

4 - 6

To update the committee on Arfor.
Author: Anwen Davies.

6. ANNUAL REVIEW REPORT OF THE WELSH IN EDUCATION STRATEGIC PLAN (WESP)

7 - 27

Annual Review Report of the Welsh in Education Strategic Plan (WESP).
Author Debbie Anne Williams Jones.

7. COMPLAINTS

28 - 30

To notify the committee of any complaints received.
Author: Gwenllian Williams.

Agenda Item 5

MEETING:	LANGUAGE COMMITTEE
DATE:	28 January 2021
TITLE:	ARFOR programme
AUTHOR:	Anwen Davies <i>Developing Rural Gwynedd Programme Manager</i>
PURPOSE OF THE REPORT	Give the Members an update on the ARFOR programme

1. Background:

Following a budgetary agreement between Welsh Government and Plaid Cymru, in February 2019, the Minister for the Economy, Ken Skates AM, confirmed that a budget of £2 million was available to Gwynedd, Anglesey, Ceredigion and Carmarthenshire Councils to trial innovative methods of supporting the economy in the Welsh language's heartlands. The funding is available up to the end of 2020/21.

The Arfor Programme Board was established, which includes the Leaders of the four counties and commentators from Welsh Government. Gwynedd Council was asked to act as the lead body for the four counties, by co-ordinating the relationship with Welsh Government.

It was agreed that it was a priority for all counties to refer the majority of the budget to implementing plans locally, by sharing the lessons learnt in order to inform further plans in future.

It was agreed to safeguard some of the budget to draw up a plan to develop the economy and create jobs in the Arfor area for the future, and to hold some joint pilot activities.

£466,250 was available to be invested in Gwynedd over a two-year period on activities that would lead to the creation of new jobs that, in turn, would support the language in our communities.

The Gwynedd Arfor Steering Group has been established to identify a package of innovative projects to trial over the period that is in-keeping with the programme's criteria.

The package of projects in Gwynedd included:

- Support for Enterprise
- Maker and Co-locations Spaces
- Enterprising Communities Challenge
- Llwyddo'n Lleol

2 January 2021 Update

The Committee was presented with the update shown below on the projects in its last meeting in November 2020. In this meeting, the programme Manager will give more information on the changes implemented, as well as share an update on the Strategic Plan and the contingency plans for after the formal end of the programme in March 2021.

November 2020 update:

Although there were concerns at the beginning of the period that the county's Arfor plans would have to be postponed, the past months have in reality been extremely busy.

2.1 *Enterprising Communities Challenge*

Grants had already been distributed to three projects: Partneriaeth Ogwen, Canolfan Henblas and Menter y Plu, with each of them having either continued with their plans or adapted them to face the challenges of the pandemic. The Canolfan Henblas project has been completed, and we will produce a story about it over the coming weeks.

2.2 *Support for Enterprise*

Again, there was concern that a change of direction would be required with this grant, with the pressure to maintain businesses increasing, if not exceeding the need to provide a boost to new businesses during this period. However, it was confirmed that businesses such as Becws Islyn, that had already received offer letters, would continue with their plans. Applications are still being accepted, and work continues to discuss projects for establishing and extending businesses. We will release information about business success stories in Pen Llŷn that are linked to the ARFOR Programme and the LEADER Rural Programme over coming months.

The panel has met on four occasions since April to discuss applications, and it was decided to be more flexible with the type of applications that were accepted, to ensure that there were opportunities for people to establish businesses and gain full-time

employment, in addition to expanding businesses to offer new employment opportunities. The number and quality of applications that have been received were very positive, and all the available grant funding has been allocated. We are eager to help more businesses to apply for additional funding from the Council to support the project and a bid has also been submitted to the Government for capital funding that will enable us to extend the fund.

Until the beginning of the lockdown period, the fund had received over a hundred initial enquiries, approximately 70 businesses had progressed to submitting a Declaration of Interest Form, 22 had applied and 19 had accepted an offer. This number has naturally increased by now, and we will provide a further update to the Committee at the beginning of the year.

2.3 *Llwyddo'n Lleol 2050*

This plan has seen the greatest change over this period, but its success has been notable. The original intention was to provide opportunities for young people to become influencers and work in partnership with local companies. Due to the restrictions, the direction of this scheme had to be changed completely, and the scheme has been re-launched by Menter Môn, with an emphasis on offering a grant to motivate young people to create and implement business ideas. The young people have been sharing their stories on social media. There are plans in the pipeline to develop Llwyddo'n Lleol 2050 across the four ARFOR counties.

2.4 *Ffiws*

Although the space in Porthmadog had to close during the lockdown period, videos and workshops were shared over social media. When the space was re-opened, people were invited to attend one-to-one sessions. We are considering the idea of developing Ffiws space in other areas of Gwynedd over the next few months.

2.5 *Cross-cutting Work*

The ARFOR Strategic Plan Interim Report has been completed by Wavehill company, and the evaluation work will begin imminently. The work of responding to the interim report has already started. More details will be available in the new year. During the next few weeks we will launch the ARFOR Bwrlwm work, and will identify businesses that are role models in their use of the Welsh language, and how they can influence others.

3 What is sought by the Committee?

The Members are asked to accept the update that will be given by the officer and to offer any observations and questions following the presentation.

Agenda Item 6

MEETING	LANGUAGE COMMITTEE
DATE	28 January 2021
TITLE	Annual Review Report of the Welsh in Education Strategic Plan (WESP)
PURPOSE	To consider the contents of the progress report and offer observations
AUTHOR	Debbie Anne Williams Jones Corporate Education Services Manager
CABINET MEMBER	Councillor Cemlyn Rees Williams

1. BACKGROUND

- 1.1. The School Standards and Organisation Act (2013) became law in Wales on 4 March 2013. The Act places a statutory duty on Local Authorities to prepare and submit a Welsh in Education Strategic Plan (WESP) to Welsh Government. These initial plans came into effect on 1 April 2014 for a period of three years up to March 2017. These plans outline the way Local Authorities intend to achieve aims and targets set by Welsh Government and which are outlined in the Welsh Medium Education Strategy.
- 1.2 To this end, Welsh Government has published several other key policy documents in the field of Welsh in Education:
- Cymraeg 2050,
 - Education in Wales: Our Nation's Mission (Action Plan 2017-21)
 - The Welsh Language in Education: Action Plan 2017-21
 - Welsh Language Promotion Plan for Gwynedd 2018-23
- 1.3 During 2017-18, a consultation period was held on the Welsh in Education Strategic Plans (Wales) Regulations 2019 together with the draft Guidelines. Confirmation was received recently that the Regulations set on 5 December 2019 had been amended, in order to extend the date the new WESP will come into force in light of the COVID-19 pandemic: <https://www.legislation.gov.uk/wsi/2020/1194/introduction/made> This means that the new WESP will come into force in September 2022 rather than September 2021, and the Authority must submit its WESP to Welsh Ministers by 31 January 2022, rather than 2021.
- 1.4 The Regulations require Local Authorities to set a 10-year target in their WESPs which outlines the expected increase in Year 1 children educated through the medium of Welsh.

1.5 For the time being, however, we are continuing to implement our current three-year WESP, and the purpose of this report is to present the Gwynedd annual review report on the implementation of our current WESP in 2019-20.

2. THE IMPACT OF THE COVID-19 PANDEMIC ON THE IMPLEMENTATION OF GWYNEDD WESP 2019-20

2.1 In light of the COVID-19 pandemic, schools across Wales closed on 20 March 2020, with the curriculum suspended and schools being re-purposed to provide care for children of key workers and vulnerable children.

2.2 Due to the fact that schools across Wales had closed, and the curriculum was suspended, it was not possible to undertake learners' assessments during summer 2020 and external examinations such as GCSE and A Levels were not held as usual.

2.3 As a result, no quantitative data is available as part of the WESP annual review report for 2019-20 and, therefore, the report submitted is slightly different to the usual, and is based on an amended template received from Welsh Government.

3. GWYNEDD WESP ANNUAL REVIEW REPORT 2019-20

2.1 In Appendix 1, an annual review report on the implementation of the Gwynedd WESP for the year 2019-20 is presented.

2.2 The annual review report has been presented in a different format this year after receiving an amended template from Welsh Government. The annual review will be submitted to Welsh Government following the Language Committee.

2.3 A copy of the Gwynedd WESP for 2017-2020 for information and convenience can be found by clicking on the following link: [Gwynedd WESP](#)

2.4 Also for convenience, the definition of the seven WESP outcomes can be found below:

Outcome 1: More seven year old children educated through the medium of Welsh.

Outcome 2: More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school.

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

Outcome 4: More students aged 14-19 studying subjects through the medium of Welsh in schools, colleges and through work-based learning.

Outcome 5: More learners with higher skills in Welsh.

Outcome 6: Welsh-medium Additional Learning Needs (ALN) provision.

Outcome 7: Workforce planning and Continuous Professional Development (CPD)

4. RECOMMENDATIONS

Members are asked to:

- Submit any observations on the contents of the annual review report on the WESP that is intended to be submitted to Welsh Government.

ANNUAL REVIEW REPORT
WELSH IN EDUCATION STRATEGIC PLAN

DECEMBER 2020

WHOLE SCHEME
OVERVIEW

(Short summary only)

2019-20 was a very different year than expected in light of the COVID-19 pandemic, where the curriculum was delayed and schools were re-purposed to provide care for vulnerable children and children of key workers. As a result, the performance data available is sparse in order to meet the outcomes of the Welsh in Education Strategic Plan.

Vision:

Our vision is to ensure that children and young people attain the highest standards in order to maintain the language, culture and economy locally.

Aim:

The Education Department's Language Policy sets an ambitious aim of ensuring that all pupils in the County have the appropriate linguistic skills in Welsh and English, in order to enable them to fully participate in the bilingual society of which they are part. This coincides well with the main aim of the Welsh in Education Strategic Plan, which is to ensure the development of Welsh as a subject and teaching medium from pre-school age onwards, and to promote the use our children and young people make of Welsh as a social language.

OUTCOME 1 and 2:

The Authority's Language Policy places an emphasis on immersing 0-7 year old learners in the Welsh language, ensuring that they only receive a Welsh assessment at the end of the Foundation Phase. Afterwards, emphasis is placed on bilingualism and linguistic progression from one key stage to the other is ensured. We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department produced educational resources to support the Welsh language on a county, regional and national level in a remote learning situation. To this end, the Education Department commissioned a freelance consultant to produce

video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language during lockdown.

OUTCOME 3 and OUTCOME 4:

In light of lockdown and the COVID-19 pandemic, it was not possible to ensure that secondary schools took action to ensure progress in the Welsh-medium provision and the number of learners who were studying through the medium of Welsh in 2019-20 as the curriculum was delayed, with schools re-purposed to provide care for children of key workers and vulnerable children, and to provide remote education.

To this end, there are challenges in some areas of Gwynedd for the county's Welsh Language Policy and the medium of the provision, especially in KS4. Therefore, this means there is a substantial challenge for some secondary schools to strike a balance between maintaining the existing Welsh-medium provision across the curriculum and being able to withstand any challenge, and at the same time, ensure that the medium of the bilingual education provided is appropriate in terms of ensuring that every child will manage to achieve his/her potential.

All schools in Gwynedd are empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism. Nevertheless, some catchment areas are still experiencing difficulties in terms of convincing parents of the advantages of a Welsh and bilingual education.

OUTCOME 5:

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn. As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd than in any other county in Wales.

Due to lockdown, it was not possible to implement schools' commitments to self-evaluations in response to the Welsh Language Charter and the Secondary Sector Language Strategy.

Through financial support from Welsh Government via the regional consortia, during the autumn term, schools jointly planned interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. Some clusters managed to implement their schemes as intended during the Spring Term 2020, but we are aware that other clusters did not manage to complete the implementation of their schemes as a result of lockdown.

OUTCOME 6:

Every pupil with additional learning needs (ALN) has access to Welsh-medium services in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

During lockdown, the ALN&I Service supported the most vulnerable learners by reaching out and preparing various resources (of which they are still developing) for parents, learners and school staff. Everything is available on the service's website, including resources and information about emotional health and well-being. In addition, the service can provide various training sessions for school staff (e.g. Seasons for Growth Programme for Loss and Grief, Mindfulness).

OUTCOME 7:

During the Autumn Term, every school completes the Education Workforce Census for Welsh Government, and in Gwynedd we have been promoting the use of self-assessment of the Council's corporate language skills as a basis for the Census, therefore, every headteacher will have detailed information and data about his/her staff's language skills, so that they are able to plan specific interventions to support their staff.

Based on the individual data of every school from the census, each school is expected to respond to the data and plan appropriately ensuring that the workforce will receive support to ensure that their confidence and skills in the Welsh language meet the requirements, and enable us to teach through the medium of Welsh and bilingually in accordance with the county's Welsh Language policy.

Outcome 1: More seven year old learners educated through the medium of Welsh.

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

Due to lockdown and COVID-19, the circumstances of summer 2020 were unique as the curriculum had been delayed and schools had been re-purposed to provide care for vulnerable children and children of key workers. Consequently, no performance data is available in response to outcome 1 of the WESP.

OUTCOME 1:	More seven year old children educated through the medium of Welsh		
MEASURE:	% of learners assessed in Welsh as First Language at the end of the Foundation Phase		
TARGET:	99.2%	2019-20 PERFORMANCE	No performance data available as a result of lockdown and COVID-19

PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

The Authority's Language Policy places an emphasis on immersing 0-7 year old learners in the Welsh language, ensuring that they only receive a Welsh assessment at the end of the Foundation Phase. However, as a result of COVID-19, there is no performance data that can be reported upon this year.

In 2017-18, new outcomes in Language and Mathematics from the Foundation Phase Framework were used for assessment for the first time. Despite progress being seen in the % of learners assessed in Welsh as a First Language at the end of the Foundation Phase, a reduction was seen in the % of Foundation Phase learners that reached Outcome 5+ for teacher assessments in Welsh (level 2+/Outcome 5). Consequently, GwE now intends to focus on improving the provision in the Nursery and Reception classes in order to set a firm foundation to attain higher outcomes by the time learners reach the end of the Foundation Phase.

In order to support learners to attain the higher outcomes in the Foundation Phase, the Education Department believes that providing training on the principles of immersion in the Foundation Phase would benefit the workforce of our schools, as teachers and classroom assistants, as it is often taken for granted that our schools are aware of immersion education elements, although historically it has not been part of the training provision of Universities' Education Departments for prospective teachers.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

TRAINING ON THE PRINCIPLES OF IMMERSION IN THE FOUNDATION PHASE

In order to support learners to attain the higher outcomes in the Foundation Phase, the Education Department commissioned a freelance consultant to formulate and provide training on the principles of immersion in the Foundation Phase for the workforce of our schools, as teachers and classroom assistants. A number of clusters took advantage of this training right before lockdown and feedback on the training was very positive.

THE ADVANTAGES OF BILINGUALISM

Every school in Gwynedd is empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism.

RESPONDING TO LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator re-directed their support for the language by creating educational resources to support the Welsh language on a county, regional and national level. The resources were produced to support the remote learning of learners during lockdown, focusing mainly on promoting and maintaining their Oral skills. Additionally, the Co-ordinator produced remote learning resources to reinforce the use of the spoken language among primary aged learners.

To this end, the Education Department commissioned a freelance consultant to produce video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language during lockdown.

Outcome 2: More learners continuing to improve their language skills when transferring from primary to secondary school

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

Due to lockdown and COVID-19, the circumstances of summer 2020 were unique as the curriculum had been delayed and schools had been re-purposed to provide care for vulnerable children and children of key workers. Consequently, no performance data is available in response to outcome 2 of the WESP.

OUTCOME 2:	More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school.		
MEASURE:	% of year nine learners being assessed in the medium of Welsh (First Language)		
TARGET:	86.2%	2018-19 PERFORMANCE	No performance data available as a result of lockdown and COVID-19

PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

The Authority's Language Policy places an emphasis on ensuring language progression from one key stage to the next.

The Catchment Area Language Co-ordinator is central to this. The Language Co-ordinators are released by the Authority for ten days a year to support schools in the catchment area to implement the Language Policy. They visit the secondary school annually to discuss matters involving progression at KS2 and KS3, including tracking individual pupils according to language cohort. Thus, a strong arrangement is in place to coordinate the linguistic progression from primary to secondary in the catchment area, thus ensuring that pupils who have gained Level 3+ in Welsh at the end of KS2 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3.

As a consequence of establishing a baseline for the medium of the provision, the medium of the provision and specific targets were discussed with every secondary school in order to increase:

- The Welsh medium provision across the curriculum in KS3, KS4 and KS5.
- Number/% of learners who study a range of subjects through the medium of Welsh in:
 - KS3
 - KS4
 - KS5

The aim of the Gwynedd Language Centres is to provide an intensive Welsh language course for incomers to enable them to assimilate with the bilingual society and fully participate in bilingual educational experiences. This provision is central to assisting primary and secondary schools to implement the current Language Policy.

Following a cut in the Education Improvement Grant that finances the Gwynedd Language Centres, in 2018-19 a consultation was held on an alternative staffing structure in order to maintain the Language Centres' service in the future. On 2 April 2019, Gwynedd Council Cabinet resolved as follows:

- To remove the TLR allowance for teachers at every Language Centre, and incorporate the after-care as a part of the core provision of the Language Centres, thus abolishing the existing after-care post.
- To implement a pilot scheme of the staffing structure of a teacher and assistant, increasing the teacher: pupil ratio at one Language Centre for a one-year period, and for it to be closely monitored to identify whether it affects the quality of the education and the children's attainment.
- In order to buy time to consider the findings of the pilot, to approve bridging funding to address the continued deficit after implementing (ii) above, until the findings of the pilot are known.

As a result of the Cabinet's decision, from September 2019, the Education Department implemented a pilot scheme at Maesincla Language Centre with a staffing structure of a teacher and assistant, and carried out research to measure the impact of the pilot on the linguistic progress of the children.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

In light of lockdown and the COVID-19 pandemic, it was not possible to ensure that secondary schools took action to ensure progress in the Welsh-medium provision and the number of learners who were studying through the medium of Welsh in 2019-20 as the curriculum was delayed, with schools re-purposed to provide care for children of key workers and vulnerable children, and to provide remote education.

LANGUAGE CENTRES

Due to lockdown and COVID-19, it was not possible to measure the impact of the pilot scheme implemented at Maesincla Language Centre for the time being as the provisions of the Language Centres had to evolve to provide linguistic subsistence for latecomers via blended learning, namely live teaching sessions on TEAMS along with work on Google Classrooms and day to day subsistence by the schools.

We recognise that this method of immersing latecomers is unlikely to secure the same outcome for learners as they would by attending the Language Centres as it is not possible for the provision to be as intensive for learners. However, this is the only medium where the subsistence can be provided during lockdown.

In light of the fact that the pandemic had forced the Language Centres to operate differently, the use of technology has opened the door to opportunities to re-examine the provision in its entirety, and it is intended to address this in collaboration with the staff of Language Centres in 2020-21.

RESPONDING TO LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator re-directed their support for the language by creating educational resources to support the Welsh language on a county, regional and national level. The resources were produced to support the remote learning of learners during lockdown, focusing mainly on promoting and maintaining their Oral skills. Additionally, the Co-ordinator produced remote learning resources to reinforce the use of the spoken language among primary aged learners.

ACCELERATING LEARNING PROGRAMME

Due to the concerns of Gwynedd schools regarding the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing, as a Department we have encouraged our schools to include Welsh as a priority within their Accelerating Learning Programme for 2020-21 if they deem it appropriate to do so.

WELSH LANGUAGE CLUSTER PLANS

Financial support from Welsh Government via the regional consortia will continue, and during the autumn term, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. As a Department, we will encourage our schools to try to ensure that their cluster plans seek to respond to the position of the Welsh language in the cluster as a result of lockdown.

INTERVENTION GROUPS

Due to the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills, it is intended for the Co-ordinator of the Secondary Sector Language Strategy to provide practical support for secondary schools in 2020-21, by holding small intervention groups to support learners who require extra help with the Welsh language as a result of the impact of lockdown on their confidence and their readiness to use the language, orally and in writing. Some of these intervention groups will target learners in years 10 and 11 to gain confidence, thus enabling them to familiarise themselves again with the education system and the Welsh language and bilingual provision across the curriculum.

Outcome 3: More 14-16 year old learners studying for qualifications through the medium of Welsh.

Outcome 4: More 16-19 year old learners studying subjects through the medium of Welsh at schools, colleges and through work-based learning

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

Due to lockdown and COVID-19, the circumstances of summer 2020 were unique as GCSE or A Level external examinations were not held. Consequently, no performance data is available in response to outcomes 3 and 4 of the WESP.

OUTCOME 3:	More 14-16 year old pupils studying for qualifications through the medium of Welsh		
OUTCOME 4:	More students aged 14-19 studying subjects through the medium of Welsh in schools, colleges and through work-based learning		
MEASURE:	% of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh		
TARGET:	86.2%	2019-20 PERFORMANCE	No performance data available as a result of lockdown and COVID-19
MEASURE:	% of learners who register for GCSE Welsh (First Language) who registered for at least five other qualifications at level 1 or level 2 in Welsh.		
TARGET:	73.3%	2018-19 PERFORMANCE	No performance data available as a result of lockdown and COVID-19
	-		

PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

As a consequence of establishing a baseline for the medium of the provision, the medium of the provision and specific targets were discussed with every secondary school in order to increase:

- The Welsh medium provision across the curriculum in KS3, KS4 and KS5.
- Number/% of learners who study a range of subjects through the medium of Welsh in:
 - KS3
 - KS4
 - KS5

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

In light of lockdown and the COVID-19 pandemic, it was not possible to ensure that secondary schools took action to ensure progress in the Welsh-medium provision and the number of learners who were studying through the medium of Welsh in 2019-20 as the curriculum was delayed, with schools re-purposed to provide care for children of key workers and vulnerable children, and to provide remote education.

To this end, there are challenges in some areas of Gwynedd for the county's Welsh Language Policy and the medium of the provision, especially in KS4. Therefore, this means there is a substantial challenge for some secondary schools to strike a balance between maintaining the existing Welsh-medium provision across the curriculum and being able to withstand any challenge, and at the same time, ensure that the medium of the bilingual education provided is appropriate in terms of ensuring that every child will manage to achieve his/her potential.

All schools in Gwynedd are empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism. Nevertheless, some catchment areas are still experiencing difficulties in terms of convincing parents of the advantages of a Welsh and bilingual education.

As a part of the schemes of the 21st Century Schools and Colleges Programme, approved by Welsh Government, any statutory proposal will be subject to a Linguistic Impact Assessment, despite the fact that the aim of the Language Policy is the same for all Gwynedd schools.

Here are the schemes for Band A and Band B of the Programme that are already operational in Gwynedd:

- Ysgol Godre'r Berwyn
- Ysgol y Garnedd, Bangor

- Ysgol y Faenol, Bangor
- Our Lady's School, Bangor
- Ysgol Trefarthyr, Cricieth

Apart from Ysgol Godre'r Berwyn (September 2019) and Ysgol y Garnedd (October 2020) which have now opened, all other schemes will remain operational in 2020-21.

On 10 March 2020, a report was submitted to the Gwynedd Council Cabinet seeking permission to carry out a 'consultation' about post-16 provision in Arfon. As a basis to this decision, a Post-16 Overview Report was submitted to the Cabinet, and the 'Assessment of the current Post-16 Education Provision in Gwynedd' report from Iaith Cyf. was also published, and the medium of the provision was included as part of the work brief. Following the Cabinet meeting on 10 March 2020, everyone went into lockdown due to Covid-19 and, therefore, there was a delay on further action and holding the 'consultation' as intended in the summer term of 2020.

In terms of the Language Impact Assessments, we are aware that language web data for 2019-20 will be incomplete as a result of lockdown and COVID-19. Language web data is used regularly in Language Impact Assessments in accordance with the requirements of the Schools Organisation Code in order to measure the vitality of the Welsh language in schools, and it is recognised that this will not be possible with 2019-20 data as it is incomplete.

During lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator and the Secondary Sector Language Strategy Co-ordinator created educational resources to support the Welsh language on a county, regional and national level. In addition, the Co-ordinators created remote learning resources to reinforce the use of the spoken language among primary and secondary aged learners, and a freelance consultant was commissioned to produce video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language.

Outcome 5: More students with higher level skills in Welsh

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn, Bala.

As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd.

OUTCOME 5:	More learners with higher skills in Welsh		
MEASURE:	% of pupils at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh First Language.		
TARGET:	78.1%	2019-20 PERFORMANCE	76.4%
OBJECTIVE:	Increase the % of Foundation Phase pupils who gain a 5+ outcome for teacher assessments in Welsh (First Language) (Level 2+/Outcome 5+)		
PERFORMANCE:	No performance data available as a result of lockdown and COVID-19		
OBJECTIVE:	Increase the % of KS2 pupils who reach Level 4+ for teacher assessments in Welsh.		
PERFORMANCE:	No performance data available as a result of lockdown and COVID-19		
OBJECTIVE:	Increase the % of KS3 pupils who reach Level 5+ for teacher assessments in Welsh		
PERFORMANCE:	No performance data available as a result of lockdown and COVID-19		
Although it is possible to report on 2019-20 performance in terms of the measure, given the unique circumstances of summer 2020, it is not meaningful to draw comparisons between the 2020 performance and previous years.			
PLANNED ACTIVITIES <i>(list the intended actions and use the progress/update/emphasis section to provide more information)</i>			
<p>Gwynedd has led the pioneering work of influencing children's social use of the Welsh language in primary schools through the Welsh Language Charter. The purpose of the Charter is to encourage children to speak Welsh outside the classroom, and to ensure participation from all members of the school community in order to achieve this aim. The Department has also provided guidance and support to Welsh Government in the national roll-out of the Language Charter.</p> <p>Gwynedd is the only county in Wales that has established a Secondary Sector Language Strategy as a continuation of the Language Charter, and both the primary and secondary schools were all eager to see clear continuity with respect to the Language Charter. One fundamental distinction in the context of the Secondary Sector Language Strategy is that it involves the promotion of both formal and informal use of the Welsh language.</p> <p>The academic year started as normal in terms of the Welsh Language Charter and the Language Strategy, with primary and secondary schools completing the language web in the autumn in order to set a baseline of learners' social use of the Welsh language exactly as they did in previous years. At the same time, schools focused on their Welsh Language Charter self-evaluation and Secondary Sector Language Strategy self-evaluation, and identified specific actions to encourage learners' formal (particularly in terms of the secondary sector) and informal use of the Welsh language during the year.</p> <p>In terms of the Secondary Sector Language Strategy, one of the interventions for 2019-20 was to continue collaborating on the language medium of the provision across the curriculum in secondary schools.</p>			

There was an intention for Gwynedd primary and secondary schools to draw up an action plan for their cluster, which responded to the needs and linguistic context of the schools and their surrounding communities in order to raise status and increase the opportunities for children and young people to use Welsh in both formal and informal situations.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

WELSH LANGUAGE CHARTER/SECONDARY SECTOR LANGUAGE STRATEGY:

Due to lockdown, it was not possible to implement schools' commitments to self-evaluations in response to the Welsh Language Charter and the Secondary Sector Language Strategy. Similarly, it was not possible to repeat the language web to measure the impact of the year's interventions on learners' social use of Welsh, as questions in the language web questionnaire related to learners' formal and informal situations at the school. Consequently, in terms of the primary schools, it was not possible to award schools with gold, silver and bronze awards of the Welsh Language Charter as usual at the end of the Summer Term.

Due to the fact that the language web has been completed regularly by our schools for many years, we are aware that 2019-20 data will be incomplete as a result of lockdown and COVID-19. Language web data is used regularly in Language Impact Assessments in accordance with the requirements of the Schools Organisation Code in order to measure the vitality of the Welsh language in schools, and it is recognised that this will not be possible with 2019-20 data as it is incomplete.

WELSH LANGUAGE CLUSTER PLANS

Through financial support from Welsh Government via the regional consortia, during the autumn term, schools jointly planned interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. Some clusters managed to implement their schemes as intended during the Spring Term 2020, but we are aware that other clusters did not manage to complete the implementation of their schemes as a result of lockdown.

RESPONDING TO LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd.

In an effort to sustain the Welsh language in extraordinary circumstances during lockdown, Gwynedd schools along with the Education Department via the Welsh Language Charter Co-ordinator and the Secondary Sector Strategy Co-ordinator re-directed their support for the language by creating educational resources to support the Welsh language on a county, regional and national level. The resources were produced to support the remote learning of learners during lockdown, focusing mainly on promoting and maintaining their Oral skills. In addition, the Co-ordinators created remote learning resources to reinforce the use of the spoken language among primary and secondary aged learners, and a freelance consultant was commissioned to produce video clips for the Foundation Phase as a resource to encourage learners (from non-Welsh speaking homes in particular) to use the spoken language.

ACCELERATING LEARNING PROGRAMME

Due to the concerns of Gwynedd schools regarding the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing, as a Department we have encouraged our schools to include Welsh as a priority within their Accelerating Learning Programme for 2020-21 if they deem it appropriate to do so.

WELSH LANGUAGE CLUSTER PLANS

Financial support from Welsh Government via the regional consortia will continue in 2020-21, and during the autumn term, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills. As a Department, we will encourage our schools to try to ensure that their cluster plans seek to respond to the position of the Welsh language in the cluster as a result of lockdown.

INTERVENTION GROUPS

Due to the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills, it is intended for the Co-ordinator of the Secondary Sector Language Strategy to provide practical support for secondary schools in 2020-21, by holding small intervention groups to support learners who require extra help with the Welsh language as a result of the impact of lockdown on their confidence and their readiness to use the language, orally and in writing. Some of these intervention groups will target learners in years 10 and 11 to gain

confidence, thus enabling them to familiarise themselves again with the education system and the Welsh language and bilingual provision across the curriculum.

Outcome 6: Welsh-medium provision for pupils with additional learning needs (ALN)

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

We take pride in the fact that we are able to provide the entire range of services to our most vulnerable learners through the medium of Welsh.

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, every pupil with additional learning needs (ALN) can access the services through the medium of Welsh in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

PLANNED ACTIVITIES

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, monitoring, assessing the demand and planning around the needs of children, young people and their families, will be central to the provision and we will continue to ensure access to fully bilingual services.

The ALN&I service has continued to prepare for the transfer to the new legislation in September 2021.

Following the lockdown, for 2020-21, we have identified the education and deprivation gap as a risk, and the ALN & I service will provide guidance for schools with regards to suitable strategies and provisions to target the gap, in co-operation with the Schools Improvement Service (GwE). The service will provide input and support for pupils with SLN & I that have proved more difficulties as a result of the lockdown.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

During lockdown, the ALN&I Service supported the most vulnerable learners by reaching out and preparing various resources (of which they are still developing) for parents, learners and school staff. Everything is available on the service's website, including resources and information about emotional health and well-being. In addition, the service can provide various training sessions for school staff (e.g. Seasons for Growth Programme for Loss and Grief, Mindfulness).

Following the lockdown, for 2020-21, we have identified the education and deprivation gap as a risk, and the ALN & I service will provide guidance for schools with regards to suitable strategies and provisions to target the gap, in co-operation with the Schools Improvement Service (GwE). The service will provide input and support for pupils with ALN & I that have proved more difficulties as a result of the lockdown.

Outcome 7: Workforce planning and continuous professional development (CPD)

KEY ANNUAL DATA

(where possible, note whether or not data shows % progress / reduction since the previous reporting period)

During the Autumn Term, every school completes the Education Workforce Census for Welsh Government, and in Gwynedd we have been promoting the use of self-assessment of the Council's corporate language skills as a basis for the Census, therefore, every headteacher will have detailed information and data about his/her staff's language skills, so that they are able to plan specific interventions to support their staff.

The following is data from the self-assessment in the context of Schools

Department	Schools
Number that completed self-assessment*	949
No skills	11
Entry	51
Foundation	20
Intermediate	39
Advanced	194
Proficiency	633

PLANNED ACTIVITIES

(list the intended actions and use the progress/update/emphasis section to provide more information)

Based on the individual data of every school from the census, each school is expected to respond to the data and plan appropriately ensuring that the workforce will receive support to ensure that their confidence and skills in the Welsh language meet the requirements, and enable us to teach through the medium of Welsh and bilingually in accordance with the county's Welsh Language policy.

WELSH LANGUAGE CLUSTER PLANS

Through financial support from Welsh Government via the regional consortia, during the autumn term, schools jointly planned interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills.

As a Department and Council, we also provide training via Welsh for Adults provisions for members of the secondary sector workforce who need to learn Welsh, as a result of failure to appoint individuals who had skills in Welsh in line with the requirements of their posts. These are a very small minority amidst the workforce of our schools and, on the whole, they are typical of some specific areas of the county such as south Meirionnydd and Bangor.

PROGRESS / SUMMARY / CHALLENGES

(Use this section to report on progress made during 2020 and to highlight where Covid-19 has affected progress)

WELSH LANGUAGE CLUSTER PLANS

Some clusters managed to implement their schemes as intended during the Spring Term 2020, but we are aware that other clusters did not manage to complete the implementation of their schemes as a result of lockdown.

Financial support from Welsh Government via the regional consortia will continue, and in 2020-21, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills.

**LOOKING AHEAD /
MILESTONES**

Use this section to note your key priorities for the year ahead

RESPONDING TO THE IMPACT OF LOCKDOWN

We are aware that lockdown has had a substantial impact on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills. The impact is most prominent in the primary sector in Gwynedd. As a result, for 2020-21 we believe there is a need to re-examine our priorities in the Welsh language field in its entirety, and reclaim lost ground and ensure that the foundations of the Welsh language are robust among our children and young people again.

ACCELERATING LEARNING PROGRAMME

Due to the concerns of Gwynedd schools regarding the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing, as a Department we have encouraged our schools to include Welsh as a priority within their Accelerating Learning Programme for 2020-21 if they deem it appropriate to do so.

LANGUAGE CENTRES

The Language Centres are likely to continue to provide linguistic subsistence for latecomers via blended learning, namely live teaching sessions on TEAMS along with work on Google Classrooms and day-to-day subsistence by the schools in 2020-21 if the pandemic continues.

We recognise that this method of immersing latecomers is unlikely to secure the same outcome for learners as they would by attending the Language Centres as it is not possible for the provision to be as intensive for learners. However, in light of the fact that the pandemic has forced the Language Centres to operate differently, the use of technology has opened the door to opportunities to re-examine the provision in its entirety, and it is intended to address this in collaboration with the staff of Language Centres in 2020-21.

WELSH LANGUAGE CLUSTER PLANS

	<p>Financial support from Welsh Government via the regional consortia will continue, and in 2020-21, it is intended for schools to come together again to jointly plan interventions on a cluster (primary and secondary) level to strengthen learners' social use of the Welsh language, and to respond to the needs of the education workforce's language skills.</p> <p>INTERVENTION GROUPS</p> <p>Due to the substantial impact of lockdown on learners' confidence in, use and proficiency of the Welsh language, including speaking, reading and writing skills, it is intended for the Co-ordinator of the Secondary Sector Language Strategy to provide practical support for secondary schools in 2020-21, by holding small intervention groups to support learners who require extra help with the Welsh language as a result of the impact of lockdown on their confidence and their readiness to use the language, orally and in writing. Some of these intervention groups will target learners in years 10 and 11 to gain confidence, thus enabling them to familiarise themselves again with the education system and the Welsh language and bilingual provision across the curriculum.</p> <p>ALN&I</p> <p>Due to lockdown, for 2020-21, we have identified the education and deprivation gap as a risk, and the ALN & I service will provide guidance for schools with regards to suitable strategies and provisions to target the gap, in co-operation with the Schools Improvement Service (GwE). The service will provide input and support for pupils with SLN & I that have proved more difficulties as a result of the lockdown.</p>
<p>Author:</p> <p>Approver:</p> <p>Date:</p>	<p><i>DAWilliams Jones</i> Debbie Anne Williams Jones (Education Corporate Services Manager)</p> <p>13 January 2021</p>

Agenda Item 7

MEETING:	LANGUAGE COMMITTEE
DATE:	28 January 2021
TITLE:	Praise and Complaints Report
AUTHOR:	Gwenllian Mair Williams Language Advisor
PURPOSE OF THE REPORT	To present the latest information to the Committee on complaints and examples of success when promoting the use of Welsh in the Council's services.

Successes to promote the Welsh language and ensure Welsh language services for residents:

Despite the difficult circumstances over the past year, it is a sign of sure success that the Council and its staff have been able to continue to promote the use of the Welsh language and ensure Welsh language services for all residents. Due to the commitment of our staff, we succeeded to communicate changes and to adapt activities without any disruption to the medium of the services. We also managed to offer new services such as the work of the Community Resilience Teams and the Tracing service through the medium of Welsh.

- Simultaneous translation in virtual meetings

Gwynedd Council has been at the forefront in ensuring that the virtual committee provision offered includes a simultaneous translation service. Council officers have worked hard to assist our partners with the developments, so as to encourage others to ensure that committees and meetings are available in the user's language of choice. In addition, Council officers are involved in the national work being done in trying to persuade Microsoft to offer a simultaneous translation provision in Teams.

- Increase in the number of staff who are learning Welsh

Many on-line lessons were offered as a result of the pandemic. These have allowed many more front-line staff, who would have been unable to commit to community/face-to-face lessons under usual circumstances, to take advantage of Welsh lessons, in a way that works around their work pattern. The following examples show the staff's commitment to develop their Welsh in order to be able to offer a Welsh service for the people of Gwynedd, and retain a Welsh ethos in the workplace.

- 11 members of Byw'n Iach staff have followed a programme of Welsh lessons from the summer of 2020 onwards. A story about one of the learners can be seen here: https://www.gwynedd.llyw.cymru/cy/Cyngor/Newyddion/Datganiadau-ir-wasg/Tachwedd-2020/Llwyddiant-Gwersi-Cymraeg-Ar-lein-i-staff-Cyngor-Gwynedd.aspx?utm_source=Twitter&utm_medium=social&utm_campaign=SocialSignIn

- This contributes towards ensuring that the people of Gwynedd can receive their service through the medium of Welsh.
- The Occupational Therapy Lead is showing a particular commitment towards the Welsh language by attending lessons over the past year, thus retaining the Welsh ethos of the service. This was evidenced by his first ever Welsh-medium presentation at a meeting of the Care Scrutiny Committee recently.
 - The Youth Justice Service Manager (Children and Supporting Families department) is receiving 1:1 support to develop his Welsh language skills. As a result, he has already received acknowledgement within the Department by the Head of Department for his commitment and progress, and is making increasing use of his Welsh when communicating with staff and at the Management Team.

COMPLAINTS AND ENQUIRIES FROM THE WELSH LANGUAGE COMMISSIONER - RELATING TO COMPLIANCE WITH THE LANGUAGE STANDARDS

An enquiry was received in March 2020 about the Library service's on-line catalogue. This is an external catalogue that is used nationally (LMS system), and therefore is not under the direct control of the Council. This matter is still in progress, as a national discussion has been held among library managers. It will not be possible to make changes to the system at present as changing catalogue records is a long, laborious process, however, the problems will be considered when re-tendering in the future.

An enquiry was received on 12.03.20 about an English only sign that had appeared near Caernarfon Castle. After making enquiries with the service, they were aware of the problem and had reported that the incorrect sign had been ordered in error, but that they were awaiting a new sign. The new sign had already been erected by the date the enquiry was received.

An enquiry was received about a sign on the road in Pwllheli. The Town Council was eager to erect a welcome sign, and had made a complaint to the Commissioner as the Environment service had refused their application to erect the sign. This was done as the relevant legislation noted that "road signs" had to be bilingual. The application from the Town Council was for an official sign that would include tourism symbols, etc., therefore it was considered as a road sign - and therefore had to be bilingual.

No further actions were taken by the Commissioner on any of the above enquiries.

COMPLAINTS AND ENQUIRIES REGARDING A SERVICE OR RELATING TO THE COUNCIL'S LANGUAGE POLICY

Department	The number of complaints	The matter relating to the complaint	Explanation and actions taken
Environment		Complaint about the Pay by Phone parking app, as it was not available in the medium of Welsh on all phones.	<p>Discussions held with the department and with the company responsible for the app. The app has been developed in a way that uses the default language of the phone, so it is possible to obtain the app in Welsh by changing the language of the phone.</p> <p>Unfortunately, it is not possible to change the language on all android phones, which means that this app is not available to all.</p> <p>We have been able to ensure that all automatically-generated messages are sent through the medium of Welsh; however, it was not possible to get the app to work for all in Welsh as this would involve re-commissioning the app. A reminder has been sent to staff about the need when commissioning and purchasing apps and advising them to consult with the IT and Welsh Language services.</p>
Finance		Quality of the language in a letter regarding the Local Government Pension Scheme	<p>An apology had been sent. The manager had discussed the matter with the officer. New template letters were in the process of being drawn up, and the manager has also been reminded of the proof reading service being offered by the translation team and who are also available for anyone who is uncertain with their writing skills.</p>