

Ysgol Greenfield School



“Opening doors to the future”

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

CYMRAEG POLICY

Wayne Murphy, Head Teacher.
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Carol Conway, Deputy Head - Wellbeing
Gwyn Daniels - Assistant Head



**‘ Opening Doors To The Future ’
‘ Agor drysau i’r dyfodol’**

Original Completion Date

January 2015

Author

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MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Aim of the Curriculum

- To develop a Welsh Ethos in the school by establishing Welsh as the living, working second language of the School through giving visual prominence in and around the School
- To encourage the learning of Welsh across the curriculum, progression is identified from the early precursor skills, which are described in detail in the *Routes for Learning routemap* (Welsh Assembly Government, 2006) and into the Routes to literacy, then into the Foundation Phase.
- To embed the Literacy and Numeracy framework (LNF) in all teaching and learning of Welsh second language.
- To make the learning of Welsh a pleasurable, interesting and lively experience through song, dance, drama, games, stories and legends in addition to reflecting daily events and experiences.
- To provide a language rich environment where learners feel comfortable to experiment with and begin to speak Welsh.
- To develop an awareness of the cultural customs and traditions of Wales through stories and legends and to nurture a sense of heritage. (Cwricwlwm Cymreig).
- Use ICT resources as tools for exploring the use of Welsh Second Language.
- To increase the number of people who use the Welsh language in their daily lives.
- To ensure repetition and '*over learning*' in order to embed simple language patterns.
- To implement a curriculum which caters for all learners at an appropriate level that allows them to gain access to relevant skills and knowledge.
- To promote collaborative attitudes and raise pupils, parents/carers, staff, Governors and community awareness of the advantages of bilingualism.
- To ensure that all pupils receive high quality structured Welsh Second Language teaching as a result of effective staff training.

Teaching and Learning strategies and planning

The teaching of Second Language Welsh is based on a continuum of Welsh Language Patterns. This continuum is a whole school approach to teaching Second Language Welsh through a series of progressive and developmental language patterns. The continuum enables teachers to differentiate for individual learners in each class. The language patterns will also promote the use of Welsh in other subjects.

There is a three strand approach to the teaching of Second Language Welsh: structured lessons, incidental Welsh and Cwricwlwm Cymreig. The structured lessons follow the above mentioned continuum, incidental/everyday Welsh is incorporated through daily 'Helpwr Heddiw' activities and Cwricwlwm Cymreig is learning about Wales and being Welsh; therefore Diwrnod Dewi Sant (St. David's Day), Diwrnod Santes Dwynwen (Welsh Saint of Love), Welsh Rugby and Eisteddfodau etc. are included in the curriculum.

Welsh Second Language assessment weighting is 70% Oracy, 15% Writing and 15% Reading, therefore the emphasis is to develop learners to be confident in speaking. This is implemented by staff planning and delivering fun, exciting and lively lessons indoors and outdoors. Where possible links to their own lives are established. Daily 'Helpwr Heddiw' activities reinforce the language patterns that are being taught during Welsh lessons. There is a significant element of revision within the continuum which builds upon the linguistic skills achieved in previous terms.

Teachers will plan individual Welsh lessons, using A Welsh Scheme of Work and the Language patterns from the continuum will underpin the methodology. The scheme of work suggests suitable themes which reflect the sentence patterns from the continuum. Themes include:

- Y Ty (The home).
- Chwaraeon (Sports).
- Ysgol (School).
- Y Dref (The town).
- Gwyliau (Holidays).

Children will be immersed in language; the aim is for the environment to be rich with Welsh, so that learning takes place almost like a process of osmosis.

'Helpwr Heddiw'

Cymraeg Bob Dydd (Everyday Welsh)

Welsh should be used naturally so that it forms an integral part of classroom/ whole school activities. Teachers have a bank of 'Helpwr Heddiw' activities which address 'everyday' Welsh.

The aim of 'Helpwr Heddiw' is to increase pupils' confidence in communicating clearly with a variety of audiences including teachers, peers and familiar adults in everyday situations.

How it works:

- Every pupil in turn is given the opportunity to be 'Helpwr Heddiw'/Person Pwysig (for older pupils).
- The duties of 'Helpwr Heddiw' involve assisting the class teacher to direct activities/ everyday situations through the medium of Welsh.
- There are also simple games that can be lead by the 'Helpwr Heddiw'.

Cwricwlwm Cymreig

The Cwricwlwm Cymreig is wholly inclusive and aims to reflect the diversity of Wales in the twenty-first century. Its requirements will help pupils to understand what is distinctive about life in Wales, to celebrate diversity and to acquire a real sense of belonging.

The Common Requirements statement identifies five aspects of the Cwricwlwm Cymreig – cultural, economic, environmental, historical and linguistic.

Differentiation

All learners will have equal access to Welsh Second Language provision at Greenfield School. The curriculum will be broad, balanced and relevant regardless of race, culture, background, gender or disability. Due to the emphasis on the development of oral skills pupils of all abilities will be able to succeed at their own level. When planning lessons/activities teachers will ensure they have catered for all ranges of ability and provision for ASD pupils/pupils with visual impairment etc. will be considered E.g. the use of switches, IT, Communication aids etc.

Differentiation underpins teaching and regardless of ability all pupils will have access to Cwricwlwm Cymreig and bilingualism.

Skills across the curriculum

Literacy and Numeracy Framework (LNF)

As a key skill, Communication (English and Welsh) is used across the curriculum to support teaching and learning. When considering the skills that need to be covered by learners the Literacy and Numeracy Framework needs to be placed at the heart of the curriculum. The LNF focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate for their stage of development. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. The LNF and its skills should therefore be the starting point and the whole curriculum and individual lessons should be planned with the development of those skills in mind.

The Foundation Phase document sets out the curriculum and outcomes for 3-7 year olds in Wales. Welsh language development is a statutory area of learning in the Foundation Phase. Skills are developed through communicating in a range of enjoyable, practical planned activities, and using a range of stimuli that build on and increase children's previous knowledge and experiences, in safe and stimulating indoor and outdoor learning environments.

Developing the Welsh language skills of learners throughout Key Stages 2, 3 and 4. Welsh in the National Curriculum for Wales builds on prior knowledge, understanding and skills and sets out the aspects to be developed through a wide range of opportunities.

Thinking skills - In Welsh Second Language learners explore, plan, develop and consider ideas through speech, reading and writing, responding to their own work as well as that of others.

The Welsh second language scheme of work incorporates the use of '*Assessment for Learning*' through effective teacher feedback and self/peer assessment, learners will also develop their ICT skills by communicating and sharing information and by using technology to research, develop and present their work.

PSE

As in English; Welsh Second Language contributes to learners' personal and social education by encouraging learners to communicate their needs, feelings and thoughts. Pupils will be involved in dialogue with their peers and are encouraged to ask simple questions, express feelings and offer an opinion.

Careers and the world of work

Welsh second language provides learners with an excellent opportunity for work in areas where the language is predominantly Welsh. Through extensive work in Speaking and Listening learners gain communication skills which enable them to function effectively in the world of work and society as a whole.

Progression in Welsh second language

The teaching and learning of Welsh second language will follow the scheme of work and the sentence patterns from the continuum. However the delivery of these will differ between key stages.

Foundation phase

Staff will deliver the National Curriculum based on the Framework for Children's Learning for 3-7 year olds in Wales. Seven Areas of Learning have been identified to describe an appropriate curriculum for 3 to 7-year-olds that supports the development of children and their skills – Welsh development is one of these areas.

The Foundation Phase contributes to the Cwricwlwm Cymreig by developing children's understanding of the cultural identity unique to Wales across all Areas of Learning through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral in Wales today and gain a sense of belonging to Wales, and understand the Welsh heritage, literature and arts as well as the language.

Key stage 2

Staff will deliver the National Curriculum Framework for Key Stage 2 pupils. Pupils will re-visit sentence patterns that they have already learned during the Foundation Phase, however topics will be age appropriate and will reflect the needs of the learners. It states in the Key Stage 2 National Curriculum for Wales document that: Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales.

Key stage 3

Learners will build upon the language patterns learned in Key Stage 2. During this Key Stage there will be opportunities for pupils to refine their skills through group discussion. They will develop their skills in a wide range of contexts. Teachers will make sure there is opportunity for development and extension of learner's abilities as listeners, viewers and speakers of Welsh second language.

14-16

At Key Stage 4 pupils will revise all of their learning and further hone their Oracy skills and pronunciation.

Post 16

At Post 16 it is not a statutory requirement for school's to provide Welsh 2nd Language lessons to pupils. However at Greenfield School we are committed to promoting the Welsh Language and our deep rooted heritage, therefore from September 2015 we will be in the fortunate position to provide our pupils with the opportunity to do the Welsh Baccalaureate Level 1.

The role of the Welsh Second Language co-ordinator

The Welsh coordinator has a pivotal role in planning and integrating the teaching of Welsh. The enthusiasm and passion of the coordinator is vital for Welsh to become the everyday informal second language of the school.

The co-ordinator is responsible for:

- Identifying and leading development of the teaching of Welsh Second Language to all pupils.
- Reviewing the whole school policy as per the schools policy review programme.
- Monitoring of standards of attainment and understanding in Welsh Second Language skills throughout the school by conducting Learning Walks.
- Organisation and audit of resources.
- Keeping abreast of developments in Welsh Second Language and leading new initiatives at a school level.
- Ensuring that the current LNF Guidance is being followed.
- Ensuring there is opportunity for revision and '*over-learning*' of the Language Patterns.
- Providing support and advice to staff.
- Having good, sound subject knowledge.
- Attending INSET and delivering relevant in-service training.
- Ensuring continuity and progression for every learner.
- Work to the guidelines as laid down in the job description for subject co-ordinators