WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority
Gwynedd
The duration of this Plan
September 2022 - 31 August 2032.

This Welsh in Education Strategic Plan (WESP) is made under section 84 of the *Schools Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019*[1-2]. We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: ..... **Date:** .....

(This Plan needs to be signed by the Chief Education Officer within your local authority)

[1] The Welsh in Education Strategic Plans (Wales) Regulations 2019
[2] The Welsh in Education Strategic Plans (Wales) (Amendment) (Coronavirus) Regulations 2020

Our ten-year vision for increasing and improving the Welsh-medium education provision planning in our area

"I am pleased to publish the **Gwynedd Welsh in Education Strategic Plan for 2022-2032.** The Plan reflects my vision of having a Welsh-medium and bilingual education system that puts the needs of all our learners at the heart of our provision. The Plan sets a clear commitment and direction for ensuring that learners in Gwynedd attain the highest standards in order to maintain the language, culture and economy locally.

The Council's Departments, schools and wider partners are committed to accomplishing all the aims and objectives of the **Welsh in Education Strategic Plan** and consequently to supporting Welsh Government's strategy to reach the goal of a million Welsh-speakers by 2050, ensuring that there are opportunities at every stage of an individual's life to learn Welsh and to learn through the medium of Welsh. The vision of the Welsh Language Promotion Plan for Gwynedd (2013-23) has been incorporated, and as well as that, consideration has been given to the requirements of the following acts and strategies when forming the Plan: *The Well-being of Future Generations Act* (2015) *Prosperity for All: The National Strategy: Taking Wales Forward* (2016-2021), *the Progressive Agreement* (2016), *ALN and Education Tribunal (Wales) Act* (2018)."

Councillor Beca Brown,
Cabinet Member for Education.

"It is a very exciting time for the Welsh language, and I would like to ensure high quality provision, experiences and support through the medium of Welsh that respond to the needs of the learners and their families, enabling them to develop as independent and confident bilingual learners and to succeed and thrive. As an Authority, we are committed to achieving our target of 100% of our reception /five year old pupils receiving their education through the medium of Welsh.
Similarly, I would like to ensure that the entire workforce of our schools is confidently bilingual, receiving support to nurture their confidence and skills in the Welsh language, and able to transfer those skills effectively to teach and learn through the medium of Welsh and bilingually in the classroom.

Our aim is to ensure that all stakeholders will take effective action in relation to the Welsh language in order to ensure continuity from one key stage to the next in accordance with the arrangements noted in the **Partnership Agreement** between the Authority and the schools and cylchoedd meithrin. In this context, the attention of local elected members and the Chair of Governors would be drawn to any issues of concern that relate to inaction on the content of the Language Policy or Welsh in Education Strategic Plan."

Garem Prytherch Jackson
Gwynedd Head of Education

Contact

For further information about the Welsh language, the Education Language Policy, or the Welsh in Education Strategic Plan, please contact:

Head of Education
Education Department
Headquarters
Gwynedd Council
Caernarfon
Gwynedd
LL55 1SH

Tel.: 01286 679 467

e-mail: garemjackson@gwynedd.llyw.cymru

Accessible Versions

If desired, we can provide accessible versions of the Gwynedd Welsh in Education Strategic Plan 2022-32 upon request, this includes:

- Large print version
- Audio version
- Braille version
- BSL version

Please contact the Head of Education to order an accessible version.

EXPLANATORY NOTES

The document regularly refers to the following.

LANGUAGE POLICY:

Background:

Specific expectations are set for Gwynedd Council's Education Department to contribute to national strategies and legislation in terms of promoting and increasing the use of the Welsh language.

It is a requirement, under section 84 of the School Standards and Organisation (Wales) Act (2013), and to comply with the Welsh in Education Strategic Plans (Wales) Regulations 2019, for all Local Education Authorities to prepare and submit a Welsh in Education Strategic Plan, outlining the vision of Welsh medium education within the authority over the next ten years. A statutory requirement is also placed on the Council under Section 44 of the Welsh Language Measure (Wales) 2011 to draft and publish county strategies outlining how it will contribute to the national aim set by the Welsh Government's Welsh Language Strategy, Cymraeg 2050, to increase the number of speakers throughout Wales and to increase the opportunities for people to use the Welsh language every day. The Gwynedd county language strategy - Welsh Language Promotion Plan for Gwynedd 2018-23 - sets the commitment and vision for the county, and the work of the Education Department and aims of the WESP contribute to the objectives of this county strategy.

Promoting the use of the Welsh language is also one of Gwynedd Council's improvement objectives, with the Council's Strategic Plan stating that the aim is to see: “The people of Gwynedd taking advantage of opportunities to use the Welsh language in the community, the workplace and in accessing public services”.

Therefore, this policy has been drafted in order to give a summary of the expectations placed on Headteachers and their schools in relation to promoting the use of the Welsh language, and to confirm the procedures that already exist in this context.

The policy is split into four sections, outlining best practice under the following headings:

- **Education Medium**
- **Social Use**
- **Recruitment and Appointment of Staff**
- **Administration and Communication**

Every Headteacher, in consultation with his/her staff and the Governing Body, is expected to approve and adopt this Language Policy.

It is the Headteacher's responsibility to ensure the success of the Language Policy in his/her school, and the Headteacher is expected to provide clear guidance in order to establish a thorough understanding of the policy's aim and to ensure that the efforts of classroom teachers are reinforced by all the school's staff through ensuring an appropriate Welsh ethos in the school.

GENERAL OBJECTIVES

The main aim of the policy is to ensure that Headteachers, school staff and Governors are aware of the expectations to use and promote Welsh in all parts of the operation of schools in the county, and ensure that the rights of pupils and the school's extended family to use Welsh when dealing with the school is always respected.

In implementing this policy, the school and governing body will ensure:

- that all pupils in the county possess appropriate linguistic skills in Welsh and English, and that this expectation is consistent across each school.

- that there is an appropriate provision to enable every pupil to develop bilingual proficiency. In this context, schools are expected to continue to foster the skills of those pupils who are Welsh first language, and introduce Welsh to those who are Welsh learners.

- that all of the county's education establishments are expected to reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in their curricular provision.

Although the general aim of the policy in terms of the education medium is to develop bilingualism, the balance is weighted in favour of the Welsh language. This is especially true in the early years (nursery, and in the years leading up to the end of the Foundation Phase) in order to set firm foundations for further development. For the other Key Stages, it is expected that a purposeful strategy is implemented to enable pupils from Welsh speaking and non-Welsh speaking households to develop their grasp of both Welsh and English. In this context, the emphasis placed on both languages at different times in the pupil's development, will differentiate according to the pupil's linguistic background and the area served.

1. EDUCATION MEDIUM

GENERAL PRINCIPLE

All the county's schools should operate in a way that contributes to the aims and objectives of the Welsh in Education Strategic Plan, to increase and improve planning for Welsh-medium education provision.

2. SOCIAL USE OF WELSH

GENERAL PRINCIPLE

Every school is expected to nurture positive attitudes among pupils and the workforce towards the language, creating pride and increasing the use of the language within and outside the classroom.

3. RECRUITMENT AND APPOINTMENT

GENERAL PRINCIPLES

Every school is expected to act in accordance with the Recruitment and Appointment Policy (2021) and to ensure that the Welsh language receives appropriate attention when advertising jobs and recruiting.

It is expected that Governing Body appointment panels will be aware of the need to consider language needs when they appoint.

It is expected for Welsh to be noted as an essential/key skill for <u>every post</u>, and the exact level of linguistic skills needed to achieve the requirements of the post - *speaking and listening, reading, comprehension and writing* - shown clearly in the Person Specification when advertising.

It is expected that individuals appointed will possess the linguistic skills that are noted for the post. If an individual is appointed, who does not possess the essential skills noted for the post in question, then they will be expected to commit to a training programme in order to improve their language skills.

4. ADMINISTRATION

GENERAL PRINCIPLE

All educational establishments in the county are expected to communicate with pupils, parents and the school's extended family bilingually, respecting the choice of language and the right of individuals to use Welsh when dealing with the school.

Although it is generally expected that information will be provided bilingually, it is also recognised that Welsh is the operational, natural language of schools, and schools are encouraged to consider circumstances where it is appropriate to communicate only in Welsh.

The Governing Body is expected to review and approve the Language Policy in accordance with the annual system to review policies.

<u>THE LANGUAGE OF LEARNING:</u>

The aim of the Language Policy is to ensure that all the pupils within the county, in all of our schools, have the appropriate linguistic skills in both Welsh and English. All of the county's education establishments are expected to reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in their curricular provision. The 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. In KS2, the aim is to continue to develop the pupils' grasp of Welsh, giving attention to the development of their skills in both languages. In secondary schools, every pupil who has attained the necessary level, namely level 3+ at the end of KS2, is expected to pursue Welsh and English as subjects until the end of Year 11. Secondary schools build upon the foundations set in the primary by ensuring that each pupil continues to develop skills in Welsh and in English.

THE AUTHORITY'S LANGUAGE DESIGNATIONS:

In an attempt to obtain consistency in terms of linguistic requirement expectations (Language Designations), for posts across all Council departments (including schools), the Education Officers have been working closely with Human Resources Officers, Democracy and Language Officers, and Learning and Development Officers on the work of determining our expectations in terms of linguistic requirements for the appointment of our schools' workforce. The Language Policy and School Safe Recruitment and Selection Policy make the linguistic requirement expectations of the Education Department clear to Headteachers and Chairs of Governing Bodies. It is expected for Welsh to be noted as an essential skill for every teaching post, with the exact level of linguistic skills needed to achieve the requirements of the post - speaking and listening, reading and comprehension, and writing - being clearly shown in the Person Specification when advertising. We have amended the Job Descriptions, Person Specifications, Language Policy and School Safe Recruitment and Selection Policy in our schools to ensure that they include a reference to the Language Designations. Consequently, when appointing to the education workforce, it is expected for the Language Designations to be included in every advertisement, in line with the Education Department's expectations.

IMMERSION EDUCATION SYSTEM:

As a result of the pandemic, Language Centre staff had to adapt and transform the way they provided support for newcomers to acquire the Welsh language. On 6 July 2021, the Cabinet approved a new vision for a modern immersion education system in Gwynedd, which places the learner at the centre, as they and the county's newcomers are supported to acquire the Welsh language. This new vision also includes a capital investment of £1.1 million from the Welsh Government for the purpose of establishing new immersion education sites in Bangor and Tywyn, as well as improving existing facilities at the Eifionydd site, Porthmadog. It is hoped that the new-look immersion education system will come into force on 1 January 2023.

ANNUAL CENSUS OF THE EDUCATION WORKFORCE:

We have given particular attention to supporting the language skills of our secondary schools' workforce in an attempt to facilitate the future of the Welsh-medium provision across the curriculum in Key Stages 3, 4 and 5 by trialling a Welsh Government Work Welsh for Teachers pilot with teaching staff in one secondary school in the county. Based on the latest Education Workforce Language Census data, we are also targeting and supporting some schools across the county to ensure that they are able to respond to the linguistic needs of their staff by promoting access to opportunities to learn Welsh or increase their confidence in Welsh, as well as respond in full to the language policy of Gwynedd schools in terms of the teaching medium and administrative language of the school. We are commited to work with specific schools in order to increase their use and provision of Welsh, in line with the Council's Language Policy, which will lead to an increase in the % of nursery children who will transfer to Welsh-medium education, and an increase in the % of secondary pupils who will study subjects through the medium of Welsh and sit exams in Welsh at the end of Key Stages 4 and 5.

GWYNEDD SECONDARY SCHOOLS' LINGUISTIC CATEGORIES:

The Authority is working with the Welsh Government to endeavour to ensure that School Linguistic Categorisation is appropriate to respond to WESP outcomes. The Welsh Government aims to facilitate all schools to move towards Category 3, or to receive additional support from the Authority or Welsh Government, to strengthen their Category 3 provision, by 2032. The Authority will map and

hold discussions with the schools where there is any change to its' linguistic category. We will outline the new procedure at Primary and Secondary headteachers strategic meetings and hold talks / training with Governing Bodies.

Outcome 1

More nursery children/ three-year-olds receive their education through the medium of Welsh

Where are we now?

The aim of the Language Policy is to ensure that all the pupils within the county have the appropriate linguistic skills in both Welsh and English. It is ensured that every Early Years setting sets a strong foundation for Welsh, ensuring that every child is given a Language, Literacy and Communication skills assessment in Welsh on entry and at the end of part-time nursery education, and at the end of the Foundation Phase. There are 58 education settings without Early Years provision in Gwynedd. All nursery education settings that are managed by the Council are settings that educate children through the medium of Welsh.

Please see below our current situation in terms of the number of nursery children/three-year-olds educated through the medium of Welsh.

Gwynedd Cylch Meithrin Data 2018-19 (No data available for 2019-20 due to COVID):

Area	**Cylch Meithrin Numbers**	**Number/% of nursery three-year-old children transferring to Welsh-medium education**	
Arfon	28	834	99.3%
Dwyfor	18	301	100%
Meirionnydd	19	346	100%

Linguistic designation data for other childcare provision in the County:

Provision	**Welsh**	**Bilingual**	**English**
Nurseries	13	5	1
Cylchoedd Meithrin/*Playgroup* - that do not provide NE	7	1	
Childminders	39	7	12
After-school/Holiday Clubs	10	4	

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

We will aim to continue to maintain the high standards of achieving the target of 100% of three-year-old children being educated through the medium of Welsh. We will make the most of each opportunity to communicate and jointly plan with external bodies in the Early Years field, including Mudiad Meithrin, to strengthen and expand Welsh-medium childcare provision, in order to ensure an unbroken path to bilingual education, in line with the county's Language Policy. We will

continue to work with public bodies such as Cymraeg i Blant, Regional Consortia, RhAG, Urdd Gobaith Cymru and the Mentrau Iaith. The *Flying Start* tendering processes will place emphasis on identifying Welsh Medium provision, and Gwynedd Council will go out to tender in the Summer of 2022.

How?:

We will continue to:

- use the data from childcare provision in order to plan Welsh-medium education in the county.
- plan to ensure that the Authority fulfils the statutory requirement of securing a nursery place for every child from the term after his/her third birthday.
- provide information to parents on the availability of Welsh-medium education and the type of Welsh-medium education offered, on the Council's website and on relevant social websites.
- ensure that the Family Information Service for parents/carers and prospective parents/carers provides information on the advantages of raising children bilingually.
- provide parents and carers with information on the benefits of Welsh-medium education.
- make the best use of information regarding the advantages of bilingualism and multilingualism.
- regularly monitor all settings, to ensure compliance with the requirements of the county's Language Policy.
- promote the 'Steps' courses for those settings identified as English-medium settings.
- provide an additional start-up grant to purchase Welsh-language resources and books for new guardians.
- •ensure that any childcare or education resource grants identify the need to order Welsh or bilingual books only.

Where do we expect to be at the end of our ten-year Plan?

At the end of our ten-year plan, the Early Years Education Service will be maintaining the same high standards, and ensuring appropriate provision to allow each pupil to become bilingually proficient in all provisions.

Key Data

No births data is available. Note that births are generally lower - with 1300 births recorded in 2022. The targets below are based on existing PLASC information (2019/20/21) and take into account the nursery class numbers of one specific English-medium school targeted by the Authority to meet the expectations of the Gwynedd Language Policy.

% of nursery/three-year-old children educated through the medium of Welsh.				
2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
100%	100%	100%	100%	100%
2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
100%	100%	100%	100%	100%

Outcome 2

More reception class children/ five-year-olds receive their education through the medium of Welsh

Where are we now?

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. The aim of the Language Policy is to ensure that all the pupils within the county, in all of our schools, have the appropriate linguistic skills in both Welsh and English. The county does not define schools according to language categories since the same Language Policy is implemented in every school. An appropriate provision to enable every pupil to develop bilingual proficiency must be ensured. There are 80 primary schools, two all-through schools and two special schools in Gwynedd.

Every school in Gwynedd except one, operate the County's Education Language Policy, which means that every child is immersed in Welsh up to the age of 7. In receiving capital funding from the Sustainable Learning Communities program, and in dealing with any school reorganisation process, the Education Authority will follow the requirements of the School Organisation Code and carry out a Language Impact Assessment on any potential impact on the Welsh language, ensure that we maintain or increase the number of Year 1 children and all other school years taught through the medium of Welsh.

In the context of the Authority's use of the Welsh Language Capital grant, the Authority intends to invest heavily in intensive immersion provision across the county, to ensure that the learning environment and provision is modern and of a good quality and available across the county for new entrant learners. This immersion provision ensures a solid foundation for learners to continue to acquire Welsh within the county's bilingual education system when returning to their mainstream schools.

The Authority has also seen an opportunity through the Welsh Language Capital Grant to secure the capacity of some schools in the county that are located in areas of linguistic significance (namely over 70% communities). There is a need to increase the capacity of these schools in the light of local population growth as a result of housing developments in accordance with the Local Development Plan. The grant is therefore a means of enabling the Authority to ensure that there is sufficient space in the local school for the new population coming to housing developments in naturally Welsh speaking areas of Gwynedd, thus providing a means of maintaining and increasing the number of children Year 1 and all other school years taught through the medium of Welsh.

A series of webinars were produced as part of our plans to train teachers and assistants in immersion education strategies. These Language Immersion webinars will contribute to ensuring effective language immersion provision in our schools that will reinforce the work done in the Language Centers.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

We will:

- pilot a support and immersion scheme for learners in year 5 and 6 target groups in the Bangor and Tywyn catchment primary schools to acquire Welsh confidently and equip them to be able to follow subjects through the medium of Welsh in Secondary.
- develop our ongoing projects, the Virtual Scheme of the village of *Aberwla*, expanding the linguistic experiences of our learners through this innovative digital platform.
- extend the VR provision to include all locations developed by the author Anni Llŷn within the New 'Aberwla' immersion scheme.
- invest in equipment for each of the Language Centers.
- commit to reaching our target of 99%, by planning and delivering language interventions to target and support the language skills of any member of teaching staff who lacks confidence in their use of Welsh, or non-Welsh.
- consider our plans for investment through the Welsh-medium Late Immersion Grant (3 years).
- support the workforce at Our Lady's School, Bangor (which is a church school) by arranging Welsh lessons specifically tailored to meet the individual needs of staff members, which will mean more reception class / five year olds be educated through the medium of Welsh.
- aim to ensure that 100% of our reception class/five-year-old children receive their education through the medium of Welsh, by arranging appropriate training to support and assist staff who will require support to enable them to do so.
- ensure that each reception class/5 year old learner in Gwynedd is educated through the medium of Welsh.
- ensure that the requirements of the Authority's Language Designations are acted upon, and that robust plans are in place to provide support where needed.
- ensure that arrangements for newcomers to Welsh-medium education are clearly and effectively communicated with parents and carers.
- equip the Foundation Phase workforce with immersion education principles so that they can respond to the needs of pupils who are new to the school, and/or new pupils who transfer back to the school following a period in the Immersion System.
- use Welsh as the school's official assessment language at the end of the key stage.

How?:

We will:

- train teachers and assistants regarding early immersion in the Foundation Phase across the County, especially the Anglicised areas, but also provide input to restore the linguistic skills of groups of learners from non-Welsh speaking homes in schools generally following gaps in their learning due to Covid .
- produce a pack for schools that feeds the primary and secondary Language Centers on their return - a transition pack for the mother school to be aware of language patterns that need to be practiced and strengthened, giving priority here also to the well-being aspect.
- employ a teacher over 3 years to act as a Welsh and Literacy advisory teacher in the Foundation Phase to target FP classes within the County.
- commission work to promote the development of our learners' digital competence within our immersion system in the context of coding and the use of apps that promote language use opportunities.
- commission original work by an author to create simple books / e-books to introduce idiomatic Welsh language patterns to enhance the language of our latecomers.

- continue to commission Canolfan Bedwyr to assess language skills and identify the baseline of the linguistic ability of staff, to enable them to tailor bespoke, and differentiated courses to meet their needs.
- set appropriate targets for school staff to enable their progress to be monitored.
- consider how proposed changes to categories of schools according to Welsh-medium provision will affect the County's commitment to increase the provision of Welsh-medium education in English-medium and bilingual / dual-stream schools within the County.
- ensure that schools build on the foundation established at the nursery stage by continuing to develop five-year-old pupils' grasp of Welsh.
- provide newcomers to the county with support from the Immersion Education System to develop Welsh skills at an early stage.
- provide a programme of appropriate linguistic immersion training for FP staff - teachers and assistants.

Where do we expect to be at the end of our ten-year Plan?

At the end of our ten-year plan, the Service will show an increase in Welsh-medium education provision, which allows each pupil to develop bilingual proficiency. The county's newcomers will benefit from an innovative immersion education system, which is flexible and provides a contemporary immersion education of the highest standard, nurturing their skills in Welsh to enable them to succeed and thrive in our schools and become bilingually proficient speakers.

Key Data

No births data is available. Note that births are generally lower - with 1300 births recorded in 2022. The targets below are based on existing PLASC information (2019/20/21) and take into account the numbers of reception class/five-year-old learners of one specific English-medium school targeted by the Authority to meet the expectations of the Gwynedd Language Policy.

% of five-year-old children educated through the medium of Welsh.									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
1116	98.82%	1117	98.8%	1118	99%	1122	99.3%	1124	99.5%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
1125	99.6%	1126	99.7%	1127	99.8%	1128	99.9%	1130	100%

Outcome 3

More children continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another

Where are we now?

The Language Coordinators in each Cluster within the county are held accountable by the Authority's Language Charter Coordinator and the Secondary Sector Language Strategy Coordinator. The Cluster Coordinators:

- encourage and inspire discussions which ensure collaboration between all schools.
- ensure clear lines of communication when making decisions.
- attend termly Cluster Meetings, arranged by the Authority, and which are attended by a representative of GwE.
- report back to a contact in each primary school, and the secondary school within the cluster, regarding discussions and decisions.
- promote collaboration, in line with the outcomes of the Authority's Welsh in Education Strategic Plan (WESP).

All of the county's education establishments are expected to reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in their curricular provision. We support primary and secondary schools to work together closely in partnership to target parents/carers in order to promote linguistic progression, and ensure that all staff members who are likely to come into contact with parents are aware of the key messages regarding Welsh-medium and bilingual education, as well as linguistic progression, in order to respond to potential questions.

Our current situation:

As a result of the COVID-19 pandemic, no data is available for 2019-20 and 2020-21.

2018-19	Year 9 learners being assessed in the medium of Welsh (First Language)	84.5%
2018-19	Foundation Phase learners gaining Outcome 5+ in Welsh (teacher assessments)	78.8%
2018-19	KS2 learners gaining Level 4+ in Welsh First Language (teacher assessments)	86.9%
2018-19	KS3 learners gaining Level 5+ in Welsh First Language (teacher assessments)	91.9%
2018-19	KS3 learners gaining Level 5+ in Welsh Second Language (teacher assessments)	77.1%

THE CURRENT SITUATION IN GWYNEDD SECONDARY SCHOOLS 2021-2022:

We will review school categorization arrangements in line with the Welsh Government's 2021 Categorization of Schools' Policy.

Category 2A	At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.

Category 2B	At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.
Category 2C	50 - 79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.
Category 2CH	All subjects, except Welsh and English, are taught to all pupils using both languages.

The Authority will work closely with the Secondary schools within the County to produce, support and monitor appropriate Action Plans to achieve the targets set. Training will be available to upskill the workforce, and resources will be invested to support this at from September 2022 with the appointment of a Welsh Language Development teacher. There are plans to establish an Immersion Education Center on the site of Tywyn Secondary School as part of the Authority's vision to respond to the linguistic needs of the area.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

We will:

- within the first year, map and hold discussions with the schools where there is any change to their language category.
- ensure that all children continue to develop linguistically to fulfill the requirements of the Curriculum for Wales Linguistic Progression Steps to ensure that they improve their Welsh language skills when transferring from one stage of their statutory education to another.
- appoint a Welsh Language Development teacher at one designated secondary school within the County.
- ensure cross-county consistency by ensuring that every pupil who has a particular standard in Welsh as a First Language at end of Yr. 6 continues with Welsh as a First Language in Yr7 and is assessed as Welsh First Language at the end of Yr.9, and in doing so increase the % assessed in Welsh as a First Language at the end of Yr.9.
- increase the percentage of pupils who continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another, thereby having a positive influence on the % going on to sit a GCSE examination in Welsh First Language.
- monitor and ensure consistency across schools in order to ensure an increase in the % of those assessed in Welsh First Language at the end of Yr. 9.
- work with specific schools to ensure linguistic progression from primary to secondary.
- ensure access to Gwynedd's Immersion Education System, which offers education of the highest standard from year 2 onwards, and offer appropriate follow-up support to any pupils who are primary/secondary newcomers to the county.

How?:

We will:

- monitor standards in a detailed and consistent way in our schools.
- share good practice for teaching, co-educating, modelling, training, monitoring, preparing and producing resources.

- plan appropriately to ensure that pupils taught bilingually continue to be taught bilingually when transferring from one year group to another.
- work with schools to ensure that pupils follow a linguistic path which is a natural development from one year to the next, and from one transition period to the next, and monitor this carefully.
- discuss and jointly identify with schools the opportunities to increase the Welsh-medium provision available, setting achievable targets which enable them to fulfil the requirements of the school's Language Designation.
- strengthen transition from primary to secondary to ensure purposeful progression to the Language Charter's/Language Strategy's work.
- upskill the workforce while nurturing pupils' confidence to use and develop their oral skills across the school.
- prepare a brief outlining the expectations placed by the Authority in relation to promoting the use of Welsh, and how the Authority, through this agreement, will support specific schools to confirm the procedures in place already exists in this context.
- support specific schools in ensuring that the Headteacher, staff and Governors of the school are aware of the expectations to use, promote and promote the Welsh language throughout the operation of the school, and to ensure that the right of the pupils and the school's extended family to make use of the Welsh language in all dealings with the school is always respected.
- expect to see a bespoke strategy implemented to enable pupils from both Welsh and non-Welsh speaking homes to develop their grasp of both Welsh and English.

Where do we expect to be at the end of our ten-year Plan?

There will be an increase in the number of children who continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another. The increase will be reviewed annually, and will form the basis for further interventions and action. The county's pupils will benefit from an innovative, embedded immersion education system, which provides a contemporary immersion education of the highest standard for learners, enabling them to succeed and thrive in our schools and become bilingually proficient speakers.

Key Data

The targets below are based on increasing the number of Welsh-medium classes in three specific schools targeted by the Authority to meet the expectations of the language categories of schools, e.g. increase the number of Welsh-medium classes and the number of pupils sitting GCSE Welsh First Language in one large secondary school over a ten-year period from one class to four classes (approximately 120 children).

% of pupils continuing to improve their Welsh-language skills when transferring from one stage of their statutory education to another.					
2022 - 2023		2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Yr.2/Yr.3	98.3%	98.9%	99%	99.3%	99.5%
Yr.6/Yr.7	79.6%	79.6%	79.6%	79.6%	82.1%
Yr.9/Yr.11 Sitting GCSE Welsh First Language	84.5%	84.5%	84.5%	84.5%	86.1%

2027 - 2028		2028 - 2029	2029 - 2030	2030 - 2031	2031 - 2032
Yr.2/Yr.3	99.6%	99.7%	99.8%	99.9%	100%
Yr.6/Yr.7	82.1%	82.1%	82.1%	82.1%	86.9%
Yr.9/Yr.11 Sitting GCSE Welsh First Language	86.1%	86.1%	86.1%	86.1%	88.6%

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

Appropriate progression and continuation is expected in the language medium of teaching each pupil from one key stage to the next. Every pupil who has studied Welsh (First Language) as a subject in primary school is expected to continue to do so in secondary school, and to sit an assessment/examination in the subject at the end of Year 11. Every pupil who has been taught through the medium of Welsh in primary school is expected to continue to do so in secondary school, and to sit external assessments/examinations through the medium of Welsh. Through the Immersion System, newcomers are supported to continue to develop their Welsh-language skills and proficiency, including studying qualifications in Welsh (as a subject) and subjects through the medium of Welsh.

Gwynedd's secondary schools are collaborating with Menai College of Further Education and Meirion Dwyfor College of Further Education which is part of Grŵp Llandrillo Menai to provide a broad and balanced Curriculum for KS4 and KS5 learners in the county. Y10, Y11, Y12 and Y13 pupils attend colleges one afternoon a week to follow courses that are mostly vocational in nature.

After schools have gone through the process of selecting pupils for their KS4 and Post-16 education, schools transfer the core knowledge of pupils out of SIMS by secure electronic means to the colleges. As part of the spreadsheet for each school, the school identifies a language medium in which pupils wish to receive their college education. In this way the teachers and administrative staff at the college are aware of the language medium of choice for each pupil. All the processes of registering with the examination boards and specifying the language medium of examination papers follow this information.

During their college studies the schools seek out the views of a learner and validate that they are receiving their education through the medium of language as highlighted at the start of the course. If there is any discrepancy contact the Gwynedd and Anglesey 14-19 Course Co-ordinator and Senior Management Team at the college to resolve any discrepancy. The agreed protocols state that it is not possible for pupils to change the language medium of their college education without discussion with the Senior Management Team in their school and their parents. Any change in the language medium of teaching and learning at the college for individual pupils will only be achieved following such discussions and guidance from the school to the college's administrative and teaching staff.

As part of the annual process of planning the collaborative course provision is the identification of the language medium of provision for each course. All installments (Schools and Colleges, Pupils and Parents) are aware of the provision available before choosing a course. Annually in reviewing the course offer and planning for the following academic year there is encouragement and support from the LEA for course providers to increase their Welsh medium provision. An increase in the number of courses available through the medium of Welsh in the Colleges for 14-19 partnership course pupils from schools has emerged over the last 10 years.

Gwynedd Secondary schools work together to provide a broad and balanced Curriculum for KS4 and KS5 learners in the county. Year 10, Year 11, Year 12 and Year 13 pupils attend other schools during the week to follow Level 2, Level 1 and Entry Level courses for Year 10 and Year 11 and Level 3 for Year 12 and Year 13.

After the schools have gone through the process of selecting pupils for their KS4 and Post-16 education, the schools transfer the core knowledge of the pupils out of SIMS electronically into the SIMS system the school that provides the course when using CTF. As part of the SIMS data for each school the school identifies the language medium that the pupils wish to receive their education at the other school. Through this method the teachers and administrative staff at the school delivering the course are aware of the language medium of choice for each pupil.
All the processes of registering with the examination boards and specifying the language medium of examination papers follow this information.

During their studies at the school providing the course, the pupils' mother school seeks out the views of a learner and validates that they receive their education through the medium of language as highlighted at the start of the course. If there is any discrepancy contact the Gwynedd and Anglesey 14-19 Partnership Course Co-ordinator and Senior Management Team at the school providing the course to resolve any discrepancies. The agreed protocols state that it is not possible for pupils to change the language medium of their education at the school providing the course without discussion with the Senior Management Team in their mother school and parents. Any change in the language medium of the teaching and learning at the school providing the individual pupils.
As part of the annual process of planning the provision of co-operative courses between schools is the identification of the language medium of provision for each course. All installments (Schools, Pupils and Parents) are aware of the provision available before choosing a course.
Annually in reviewing the course offer and planning for the following academic year there is encouragement and support from the LEA for course providers to increase their Welsh medium provision.
An increase in the number of courses available through the medium of Welsh in schools for pupils of 14-19 partnership courses between schools has emerged over the last 10 years.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

There will be an increase in the number of learners who:

- are registered to sit GCSE Welsh (First Language) as a subject.
- achieve grades A*-C in GCSE Welsh First Language.
- are registered for at least three other qualifications through the medium of Welsh in Years 10 and 11.
- are registered for at least five other qualifications at Level 1 or Level 2 through the medium of Welsh in Years 10 and 11.
- are registered to sit Welsh (First Language) as an A level subject.
- study Level 3 qualifications through the medium of Welsh.

The positive influence of the county's Immersion System on pupils' progress will be clear to see.

How?:

- each school will respond to targets to achieve the increase, and appropriate support will be offered and consistently monitored in order to enable them to achieve the increase.
- ensure that the workforce regularly completes a Language Self Assessment on Self Service.
- consider the linguistic profile of the workforce of those schools that are currently coloured red, alongside the requirements of the Authority's Language Designations, in order to prioritize a program of Training to support the linguistic skills of staff.
- monitor the progress and impact of the training to ensure the expected development to meet the requirements of the language categories.
- conduct an audit of Key Stage 4 and Post-16 provision and respond to findings.
- ensure that the requirements of the Authority's Language Designations are incorporated into Recruitment and Appointment policies, and kept under review.
- consider the location of the new Bangor Area Immersion Unit to more easily support the new entrants' transition and immersion process. This is already a plan for the other school in the South of the school, Ysgol Tywyn.
- map the proposed Welsh-medium provision within the existing and new categories in accordance with the guidance on categorizing schools according to the Welsh-medium provision.
- work with schools with potential to increase Welsh-medium provision, aiming to change the category of those schools according to Welsh-medium provision.
- work closely with the Secondary schools within the County to produce, support and monitor appropriate Action Plans to achieve the targets set. Training will be available to upskill the workforce, and resources will be invested to support this.
- invest in a Welsh Language Development teacher in one of the County's Secondary schools in order to increase Welsh-medium provision.

Where do we expect to be at the end of our ten-year Plan?

We will continue to maintain the high numbers of learners who:

- are registered to sit GCSE Welsh (First Language) as a subject.
- achieve grades A*-C in GCSE Welsh First Language.
- are registered for at least three other qualifications through the medium of Welsh in Years 10 and 11.
- are registered for at least five other qualifications at Level 1 or Level 2 through the medium of Welsh in years 10 and 11.
- are registered to sit Welsh (First Language) as an A level subject.
- study Level 3 qualifications through the medium of Welsh.

The positive influence of the county's Immersion Education System on pupils' progress will be rooted.

Key Data

Current Data:

		%	Number
2020/21	Learners registered for GCSE Welsh (First Language) and who registered for at least three other qualifications through the medium of Welsh.	71.3%	876
2020/21	Learners registered for GCSE Welsh (First Language) and who registered for at least five other qualifications at Level 1 or Level 2 through the medium of Welsh.	67.8%	793
2020/21	Learners registered for GCSE Welsh (First Language).	87%	1068
2020/21	Learners at the end of Yr.11 who achieved grades A*-C in GCSE Welsh First Language.	75.3%	755
2020/21	Learners at the end of Yr.11 who achieved grades A*-C in GCSE Welsh Second Language.	91.3%	240
2020/21	Learners registered to sit Welsh (First Language) as an A level subject.	12.3%	44

Numbers and % of learners studying for qualifications in Welsh (as a subject) and subjects through the medium of Welsh:

Numbers and % of learners registered to sit GCSE Welsh (First Language) and registered for at least three other qualifications through the medium of Welsh.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
876	71.3%	884	72%	896	73%	908	74%	936	76.2%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
946	77%	956	78%	970	79%	982	80%	996	81.1%

Numbers and % of learners registered to sit GCSE Welsh (First Language) and registered for at least five other qualifications through the medium of Welsh.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
793	67.8%	795	68%	806	69%	829	71%	853	73%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
865	74%	876	75%	888	76%	900	77%	913	78.1%

Learners registered to sit Welsh (First Language) as a GCSE subject.									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
1068	87%	1080	88%	1092	89%	1105	90%	1117	91.2%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
1129	92%	1142	93%	1154	94%	1166	95%	1188	96%

Learners registered to sit Welsh (First Language) as an A level subject.									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
44	12%	47	13%	51	14%	55	15%	58	16%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
62	17%	65	18%	69	19%	73	20%	73	20%

Learners who study Level 3 qualifications through the medium of Welsh.									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
182	50%	193	53%	200	55%	207	57%	218	60%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
226	62%	233	64%	240	66%	248	68%	259	70%

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

The main aims of the Language Charter and the Secondary Sector Language Strategy are achieved by:

- supporting the development of pupils' language skills to be able to use the Welsh language
- immersing learners in positive attitudes regarding the Welsh language
- offering opportunities to use Welsh in a range of situations
- creating a desire to want to use Welsh

The commitment and ownership of the leadership team in each school is strongly in its favour and has high expectations in terms of its implementation. Schools' staffing structures denote clear responsibilities and accountability for implementing various aspects of school life involving the Welsh language, and in partnership with the broader community, in order to ensure full ownership of the language. The role of the Language Coordinators is clear and is implemented consistently across all clusters within the county.

Each school carefully plans to offer formal and informal opportunities and experiences for the pupils to use the Welsh language. Every opportunity is given to pupils to use or practise the language and to help them realise that there is a rich social and cultural world associated with the Welsh language.

- Data from the workforce's Welsh Language Self-assessment is used to ensure that any training needs are met in order to support pupils' oral skills.
- The Gwe Iaith (Language Web) will be completed twice during a school year. The data will be used to discover a baseline of learners' linguistic patterns and practices within and outside school walls. The data regarding their attitudes and their confidence in using Welsh will be used for further action.
- An accountability procedure is agreed between the Education Officers, GwE Regional Consortia and the Language Coordinators of each catchment area.
- There is an understanding of the various measures and methods of measuring impact used in the implementation of each Welsh Cluster Scheme.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

Schools will ensure that:

- they give the Welsh language prestige and value by encouraging more use of the Welsh language as a medium of learning and socialising and by continuing to implement the Language Charter and the Secondary Sector Language Strategy.
- positive attitudes regarding using the Welsh language are promoted among pupils and parents.
- the Language Council operates effectively in each school.

- there is close collaboration with external partners such as the Urdd and Hunaniaith, so as to nurture healthy attitudes and increase the use of Welsh in different contexts in school.
- the Pupil's Voice is central to plans to promote the use of Welsh socially and through digital and social media.
- the Gwe Iaith data will be used as a baseline when agreeing on implementation steps.

How?:

We will:

- continue to promote the principles of the Language Charter and Language Strategy, in order to lead to further progress in the social and curricular use of the Welsh language among pupils.
- continue to support schools to promote positive attitudes regarding using the Welsh language among pupils and parents.
- ensure that the Language Council is in place in each school and understands its roles and responsibilities.
- continue to facilitate close collaboration between schools and external partners such as the Urdd and Hunaniaith, so as to nurture healthy attitudes and increase the use of Welsh in different contexts in school.
- support schools to ensure that the Pupil's Voice is central to plans to promote the use of Welsh socially and through digital and social media.
- encourage collaboration between schools within the county in order to share good practice and create links which will promote the use of the language.
- create connections and opportunities to extend the sharing of good practice beyond the county's boundaries.
- support schools to be able to use the Gwe Iaith data as a baseline when agreeing on implementation steps.
- continue to hold discussions with the Language Coordinators on the most manageable and effective ways of disseminating good practice and share this with clusters within the Authority.
- establish an Outcome 5 Project Board to ensure collaboration and communication with relevant stakeholders eg Urdd, YFC, Hunaniaith, with a view to mapping the activities offered by partnerships within the County.

Where do we expect to be at the end of our ten-year Plan?

The main objectives of the Language Charter and the Secondary Sector Language Strategy will form a central part of each school's Development Plan. There will be robust commitment and ownership of them, as well as high expectations in terms of their implementation.
The impact of the implementation will be seen through the data collected.

Key Data

Increase opportunities for learners to use Welsh in different contexts in school:

Percentage of primary/secondary school children who have completed the Gwe Iaith who are confident to use Welsh in their daily lives.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary 75%	Secondary 75%	Primary 78.5%	Secondary 78.5%	Primary 79%	Secondary 85%	Primary 80%	Secondary 87%	Primary 82%	Secondary 90%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
Primary 83%	Secondary 91%	Primary 84%	Secondary 92%	Primary 85%	Secondary 93%	Primary 86%	Secondary 94%	Primary 87%	Secondary 95%
Number of primary/secondary children who are members of the Urdd in schools.									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary 3973	Secondary 1855	Primary 3980	Secondary 1860	Primary 3985	Secondary 1865	Primary 3990	Secondary 1870	Primary 3995	Secondary 1875
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
Primary 4000	Secondary 1880	Primary 1005	Secondary 1885	Primary 1010	Secondary 1890	Primary 1015	Secondary 1895	Primary 1020	Secondary 1990
Number of primary/secondary schools achieving the highest expectations of the Language Charter/Secondary Sector Language Strategy.									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary 75%	Secondary 75%	Primary 78.5%	Secondary 78.5%	Primary 79%	Secondary 85%	Primary 80%	Secondary 87%	Primary 82%	Secondary 90%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
Primary 83%	Secondary 91%	Primary 84%	Secondary 92%	Primary 85%	Secondary 93%	Primary 86%	Secondary 94%	Primary 87%	Secondary 95%

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Where are we now?

Under ALN Legislation (2018), which came into force in September 2021, we have a statutory duty to ensure that learners can access additional learning provision through the medium of Welsh. 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. Every member of staff within the ALN&I Service is fluent in Welsh and is able to provide bilingually. The language medium of input depends on individuals' learning needs.

Challenges exist for some specialist posts in maintaining the level of Welsh-medium provision, specifically in the field of Educational Psychology, and it is likely to be a challenge in the field of Sensory Impairment input within the next ten years.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

The Additional Learning Needs and Inclusion Service will:

- continue to provide education for pupils with additional learning needs through the medium of Welsh, and bilingually, along each step of the educational journey.
- continue to plan a provision around the needs of children and young people and their families.
- continue to implement the Gwynedd and Anglesey ALN&I Strategy.
- continue to assess the capacity and capability of the Welsh-medium ALN workforce, using the outcomes to plan the workforce appropriately.

How?:

We will:

- engage with parents/carers in order to ensure that they understand the provision and the support available through the medium of Welsh.
- use the findings of reviews held under section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 in order to improve provision for individuals with additional learning needs, and to plan the workforce within the ALN sector.
- hold an annual audit of ALN and Inclusion services if gaps appear in the Welsh-language provision.
- monitor, assess the need, and plan around the needs of children and young people and their families, and continue to ensure access to fully bilingual services.
- consider any reasonable requests for assistance and support from other counties in the region which face difficulties with their Welsh-medium provision.

Where do we expect to be at the end of our ten-year Plan?

The level of specialist staffing (i.e. posts that are statutory within the ALN and Education Tribunal (Wales) Act 2018 in Gwynedd will be sufficient to respond to the demand. We will have a suitable recruitment plan for long-term workforce planning, and every provision and intervention necessary to promote the inclusion of learners with ALN will be available bilingually.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

Following the completion of the Education Workforce Language Skills Questionnaire, detailed work has been undertaken to examine the findings, and to consider what linguistic training and support is needed for our schools' workforce. Courses and training were organised to respond to the needs highlighted by conducting the questionnaire. We work closely with Canolfan Bedwyr, Bangor University and GwE Regional Consortia to ensure that appropriate Welsh Language Learning courses are available for the education workforce at Foundation, Intermediate and Higher level or for Language Improvement and Confidence Building. The education workforce (teachers, teaching assistants, kitchen assistants) is expected to update the Language Skills Questionnaire every year at the beginning of the school year in order to ensure that the data is up to date, and to allow for the planning of appropriate training and support for them, which will enable them to teach Welsh (as a subject) and teach through the medium of Welsh. The requirements of the Language Designations will be implemented in the recruitment process, and targets will be monitored to ensure an increase in numbers.

Where do we want to be within the first five years of this Plan, and how do we intend to get there?

Where?:

- There will be an increase in the percentage of teachers who are confident to teach Welsh (as a subject) and teach through the medium of Welsh in our schools.
- There will be an increase in the percentage subjects taught through the medium of Welsh in Years 10 and 11, and Years 12 and 1.
- All teaching posts advertised will include a reference to the post's Language Designation.
- The Governors of each school will understand the linguistic requirements of advertised posts and the implications of failing to appoint in accordance with the linguistic requirements of the post.

How?:

We will:

- use data from the Workforce Annual Census to guide workforce planning and to estimate how many teachers will be needed in the future, based on predictions.
- collaborate with GwE regional consortia and the National Academy for Educational Leadership in order to ensure an adequate supply of headteachers for the Welsh-medium sector.
- collaborate with regional consortia and initial teacher education providers in order to ensure an adequate supply of Welsh-medium teachers.
- assist teachers and support workers to improve their Welsh-language skills and Welsh-medium teaching skills through the use of courses such as the Sabbatical Scheme and plan aftercare for individuals at the end of a course, in cooperation with GwE regional consortia
- support the schools' workforce to develop and refresh their Welsh-language skills, as well as their ability to learn and teach in Welsh.

- provide and promote Continuing Professional Development which supports training for teachers in Welsh-medium and bilingual teaching methodology, using examples of good practice that is already in place at several schools, as well as recent research, to do so.
- develop training for assistants and teachers by holding collaborative workshops on developing enriching and extended Oracy opportunities in Foundation Phase classes.
- Support one specific school by appointing a Welsh Language Development teacher.

Where do we expect to be at the end of our ten-year Plan?

We will continue to maintain the high percentage of teachers who are confident to teach Welsh (as a subject) and teach through the medium of Welsh in our schools. We will continue to:

- ensure high percentages of subjects taught through the medium of Welsh in Years 10 and 11, and Years 12 and 13.
- ensure that all teaching posts advertised include a reference to the post's Language Designation.
- work with the Governors of each school to ensure that they fully respond to the linguistic expectations of the Gwynedd Schools Language Policy and the Gwynedd Schools Safe Recruitment and Selection Policy.

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh:

Number and percentage of teachers who are confident to teach Welsh (as a subject) and through the medium of Welsh in our schools.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
Primary 99.2%	Secondary 86.3%	Primary 99.2%	Secondary 87%	Primary 99.5%	Secondary 89%	Primary 99.7%	Secondary 90%	Primary 100%	Secondary 93%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 – 2032	
Primary 100%	Secondary 94%	Primary 100%	Secondary 96%	Primary 100%	Secondary 97%	Primary 100%	Secondary 98%	Primary 100%	Secondary 100%

Number (total) and percentage of subjects taught through the medium of Welsh in Years 10 and 11.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
296	69.5%	302	71%	306	72%	311	73%	315	74%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
319	75%	323	76%	328	77%	332	78%	340	80%

Number (total) and percentage of subjects taught through the medium of Welsh in Years 12 and 13.

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
132	57.9%	132	58%	134	59%	136	60%	139	61%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
141	62%	143	63%	145	64%	148	65%	150	66%

How we intend to work with others to achieve our vision

GWYNEDD EDUCATION LANGUAGE FORUM
TERMS OF REFERENCE

PURPOSE:

Oversee all aspects of the WESP, ensuring suitable commissioning, progress on action steps and outcomes, and coordination of action in order to achieve the outcomes as a whole. This will include:

- Overview of all outcomes
- Providing guidance and general advice on all outcomes
- Briefing and challenging progress on action steps
- Commissioning work by the individuals who lead the outcomes along with commissioning other services as needed
- Authorising any significant changes to an individual outcome or the WESP as a whole
- Considering any external restrictions on outcomes or the WESP as a whole
- Identifying and removing any internal or external barriers to an individual outcome or the WESP as a whole.

MEETING FREQUENCY:

The Education Language Forum will meet up to 3 times a year. If issues arise that need to be raised by the individuals who lead on the individual outcomes of the WESP, then it will be possible to arrange additional meetings as needed.

ROLE:

The Education Language Forum is authorised to work within time, funding and quality restraints to ensure that all individual outcomes, and the WESP as a whole are achieved.
The Education Language Forum is expected to mitigate any risks that arise, remove obstacles, as well as monitor performance and progress in terms of the individual outcomes and the WESP as a whole.
The Education Language Forum will implement an appropriate governance framework to support the WESP in order to achieve the expected outcomes.

DOCUMENTATION:

Relevant documents for members' attention will be distributed approximately one week in advance.
The documentation will be circulated electronically, and a hard copy will be available as needed.

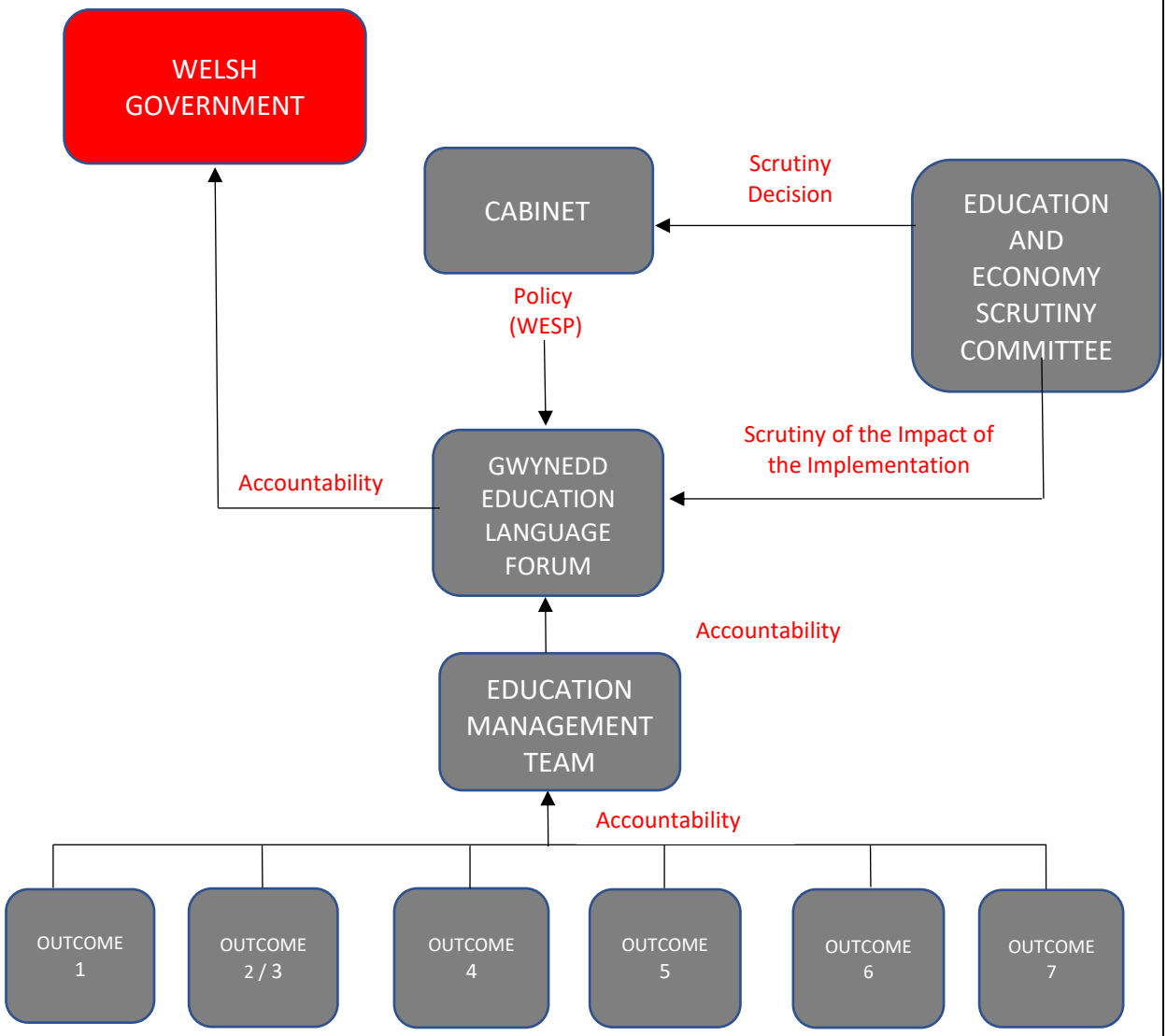
REPORTING ARRANGEMENTS:

The output of the Education Language Forum meetings is expected to be recorded and kept as part of the WESP documentation. The documentation of the Education Language Forum meetings and the outputs will contribute to forming the Education Department's Annual Report on the implementation of the WESP. The WESP Annual Report is presented to the Education and Economy Scrutiny Committee before being forwarded to the Welsh Government.

TIMELINE:

The Education Language Forum will last the duration of the WESP, which is 10 years. The Terms of Reference will be reviewed annually, or occasionally as necessary.

WESP STRUCTURE



MEMBERSHIP OF THE GWYNEDD EDUCATION LANGUAGE FORUM

Garem Jackson (Chairman)	Head of Education
Debbie Anne Jones	Education Corporate Services Manager
Rhys Glyn	Head of Immersion Education System
Iwan Hywel	Hunaniaith Chief Officer
Llywela Haf Owain	Senior Language and Scrutiny Officer
Beca Brown	Cabinet Member for Education

Menna Jones	Cabinet Member Corporate Support (Language)
Representative	Education and Economy Scrutiny Committee
Elfed Wyn ap Elwyn	Language Committee
Gwern ap Rhisiart	WESP Outcome 1 Leader
Rhys Glyn	WESP Outcome 2 Leader
Rhys Glyn	WESP Outcome 3 Leader
Gwyn Tudur	WESP Outcome 4 Leader
Sian Eirug/Gwenan Ellis Jones	WESP Outcome 5 Leader
Ffion Edwards Ellis	WESP Outcome 6 Leader
Gwyn Tudur	WESP Outcome 7 Leader