

# CWRICWLWM CYMREIG POLICY

## Background

Ysgol y Gogarth is a school which caters for pupils with additional learning needs between the ages of 3 and 19. Most of the pupils who attend the school speak English as their first language. In spite of this, the school has a rich history of the Welsh culture. The Education Amendment Act 1988 gave Welsh schools the opportunity to “create, for the first time ever a curriculum which is unique to Wales with respect of content and context.”

## Aims

Our Curriculum Cymreig aims to support pupils to:-

- identify and share their own unique sense of ‘Welshness’
- feel a sense of belonging within their local community and beyond (country)
- understand and celebrate the distinctive qualities of living and learning in Wales

## Objectives

Our main objectives are that:-

- pupils should have opportunities to build and develop upon their existing knowledge and skills
- pupils should have access to broad and balanced experiences as they develop their knowledge, skills and concepts within Welsh culture and language development
- pupils should be offered a wide range of Welsh experiences at differentiated levels
- the Welsh language is visible and audible as a relevant and natural means of communication

Objectives will be met through:-

## Pupils

- annual school Eisteddfod on St David’s Day
- encourage pupils to communicate through the medium of Welsh within different contexts / areas of learning
- ensuring pupils have access to a variety of communication aids or tools through the medium of Welsh e.g. symbol boards, communication books
- hold celebrations, concerts, performances and assemblies which highlight aspects of Welsh Culture and language
- providing pupils, where possible, with opportunities to compete at the Urdd Eisteddfod either through musical performance, art work or other means.
- encourage pupils to practice their Welsh with other students and staff
- giving pupils opportunities to access ex-curricular activities such as Glanllyn, Llangrannog
- arrange experiences that encourage pupil participation through the Welsh Language e.g. WNO Music project
- having Welsh role models within classes where possible

## School

- aims to ensure that all signs throughout the school are bilingual
- that bilingual letterheads are used for all communication outside the school
- correspondence through the medium of Welsh is available e.g. letters / information
- that people telephoning the school are greeted bilingually
- aims to ensure bilingual headings to displays around the school
- school website is presented bilingually
- communication with parents will be through their chosen language e.g. Welsh / English

## Teachers will

- ensure Welsh is taught in a relevant cross curricular way
- make the experience of learning Welsh enjoyable through the use of language games, rhymes, verses, song, interactive resources and programmes etc
- display written words/symbols around classrooms
- assess and record the children's development
- follow a scheme of work relevant to the pupils' experiences, interests and abilities
- teachers will prepare weekly plans which outline the Welsh lessons and activities

## Teaching strategies

- when teaching Welsh, a programme with plenty of variety should be used to allow the pupils to develop key skills wherever possible
- learning activities and chosen stimuli should reflect the age, maturity, interests and the linguistic ability of the pupils
- pupils should be given opportunities to listen to the Welsh language around them through stories, songs, relevant programmes, videos, visits by performers or other professionals
- differentiation will be reflected in the level of the work set and the pace of the teaching
- as well as offering opportunities to the pupils to practice Welsh regularly, there will also be a specific period of time to teach the Welsh language
- the work that is developed will be relevant to our pupils and will reflect their experiences and their daily life at school and at home
- all positive interaction such as accepting eye contact, gesture...etc will be encouraged and praised
- language will be reinforced through signing, displaying visual aids and/or other methods of communication depending on individual need

## Learning strategies

Effective teaching will depend on the pupils:-

- responding to oral stimuli including greetings, instructions, commands and auditory information
- responding to visual stimuli such as books, symbols, images, programmes
- using language during role play
- using language in the context of practical and educational experiences e.g. measuring height, tasting foods
- using language when reciting and/or singing songs and rhymes
- being active when communicating - this can include signing, gesturing, exchanging symbols as well as using a wide range of inclusive technology resources or communication aids
- making good use of opportunities to repeat, practice, apply, extend and develop new skills



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## Assessing, recording and reporting back

We will regularly undertake assessments of the pupils' progress. Evidence of progression will be uploaded onto Earwig . This might be in the form of an image, recording or completed piece of work. Annotation will reflect Welsh Language development will be recorded in the pupils' end of year reports.

## ALN Provision

When teaching pupils with ALN, opportunities to celebrate success is paramount however small the steps of progression might be.

The provision needs to ensure that every pupil has access to the Welsh language through:-

- using methods of communication other than speaking such as gesture, symbols, computers, technological aids, signing or eye gaze
- using technological assistance whilst undertaking practical or written work
- using adapted aids or equipment to allow access to practical activities both within and outside of school

## Success Criteria

When revising this policy the following questions need to be considered: -

- Does the success criteria reflect what the school is trying to achieve?
- Is the school achieving the requirements stated in this document?
- Is there evidence that pupils are experiencing a broad and balanced curriculum?
- Can the Area Of Learning and Experience coordinator show that the planning and monitoring arrangements are effective?
- Do the current resources meet the needs of the pupils and allow the effective implementation of the curriculum?
- Is there evidence around the school demonstrating that the pupils are succeeding and enjoying themselves?



Marc Gyrfu Cymru  
Careers Wales Mark





Marc Gyrfu Cymru  
Careers Wales Mark

