



**Ysgol Uwchradd Gatholig Sant Richard
Gwyn
St Richard Gwyn Catholic High School**

**Polisi Dwyieithrwydd
Bilingualism Policy**

Approved by Governors on _____

Signed _____ (Chair)



“The challenge we face is to provide the opportunities for all Welsh speakers, whatever their fluency level, to use the language in every sphere of life and to encourage them to do so.”

(A living language: a language for living, Welsh Language Strategy 2012-17)

“Providing opportunities for speakers to develop their bilingual skills through education makes a valuable contribution to a broad range of social and cultural experiences”

(Welsh-Medium Education Strategy April 2010)

School Context

St Richard Gwyn is an 11-18 mixed comprehension Catholic high school situated in Flintshire. There are approximately 710 pupils on roll. There are very few pupils who speak Welsh as a first language, with those current pupils who're first language Welsh having moved to St Richard Gwyn from Ysgol Gyfun Maes Garmon towards the end of KS3. There are also some pupils who attended Welsh medium primary school before beginning in St Richard Gwyn. Close partnership between the school, its partner primary schools and Athrawon Bro developed as a result of the statutory KS2/3 assessment standardisation and moderation process. The school also endeavours to develop current links with outside organisations in order to promote Welsh within the school, such as Menter Iaith Sir y Fflint and Urdd Gobaith Cymru. For example, there are regular Urdd trips run for St Richard Gwyn pupils to Glan Llyn and pupils compete in the Urdd Eisteddfod.



ESTYN/WAG Guidance on Bilingualism

- ACCAC (now DCELLS) stated 'The Common Requirement of the School Curriculum in Wales' should provide pupils 'with opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales'.
- DCELLS in 2009 updated Curriculum guidance for Bilingualism.

Increasing the number of Welsh speakers and the number of people who use the Welsh language in their daily lives are government priorities. The publication of the Welsh Assembly Government's Welsh medium Education Strategy (April 2010) reaffirms its commitment to improving the quality of Welsh-medium and bilingual provision. The Strategy also sets a direction for improving how Welsh is taught, in particular Welsh as a second language. It sets an expectation that all maintained education providers, not just those delivering Welsh Medium or bilingual provision should move forward on the improvement agenda.

The advantages for learners of increasing their competence in Welsh and in being bilingual are well-documented. They include:

- extending language skills for the workplace;
- expanding their horizons and enriching their experiences of life;
- enhancing intellectual growth and mental agility;
- gaining an appreciation of diversity.

All maintained schools, including special schools and pupil referral units, have a legal obligation to teach Welsh to all pupils of statutory school age other than to the very few pupils whose statement of special educational needs disapplies them from learning Welsh. The final decision to formally disapply pupils lies with the ANCO and the head teacher. Iaith Pawb (the Welsh Assembly Government's action plan for a bilingual Wales) acknowledges the right of pupils with SEN to receive provision in the language of their choice as set out in the Welsh Assembly Government publication 'Defining Schools According to Welsh-Medium'.



Principles and Purpose of the Bilingualism Policy at SRG

Principles

- To promote, develop and enhance Wales and its bilingual culture within the school environment in order to make the school look, sound and feel like a school in Wales.
- To foster an understanding of the distinctive quality of living and learning in Wales during the 21st Century.
- To identify a sense of Welshness and feel a sense of belonging to the local community and to Wales as a nation.
- To develop the Cwricwlwm Cymreig to foster an understanding of Wales as an international country as part of Europe and the wider world.
- To promote Global Citizenship and an understanding of Sustainable Development.

Purpose

- To celebrate the heritage of the school as part of Wales and its unique culture for pupils, staff and to extend out to families, Governors and the wider community.
- To ensure pride in the town, Flintshire and Wales.
- To encourage pupils, staff, parents, carers, Governors and visitors to the school to converse in Welsh to the best of their ability.
- To develop the use of incidental Welsh in both the classroom and general school environment.
- To use the Welsh language at the start of assemblies and other occasions where collective worship is celebrated and ensure dedicated time to develop the language and culture wherever opportunities arise.



Supporting Bilingualism within the School

- Afterschool Welsh sessions have been held at both advanced and beginner levels to support and staff and to enable them to use incidental Welsh in lessons and around school.
- Staff and pupils can use everyday comments/phrases from a bank of vocabulary and departments are encouraged and supported to use days and dates in the Welsh language.
- All registers are completed in Welsh at the start of lessons, with the exception of the MFL department.
- The use of incidental Welsh is encouraged throughout the wider community of the school, not only during Welsh lessons.
- St David's Day is celebrated with a traditional Eisteddfod. The Welsh department co-ordinates the event with full school participation of curriculum areas with a lead-in during the week prior to half term.
- Pupils are given the opportunity to complete Welsh themed activities during Enrichment week such as the Cardiff and Llangollen International Eisteddfod visits.
- Pupils are offered the opportunity to attend residential courses run by Urdd Gobaith Cymru at Glanllyn. Pupils will have the opportunity to develop their Welsh language skills and to enjoy activities set in a Welsh environment.
- Participation is encouraged to compete at the Urdd National Eisteddfod.
- The Welsh Department has close links that enhance transition at KS2/KS3, liaising with Athrawon Bro and the Welsh Coordinators in partner primaries.
- Members of the Welsh department contribute to the running of both the Urdd and the National Eisteddfod.



The Application of Bilingualism to Address the Needs of Different Groups of Learners

SEN

The Policy acknowledges the need to celebrate the achievement of all pupils. The use of the Welsh language and the encouraged development of pride for Wales and its culture allow inclusivity across all areas of school life. In response to identified statementing needs, some pupils may be formally disapplied from Welsh.

More Able and Talented

A range of data is used to identify MAT pupils at St Richard Gwyn Catholic High School, including CATS and individual departmental assessment. The tracking of MAT pupils will allow Curriculum areas to extend inquiry and skills based learning developing higher order Welsh language skills and awareness of Welsh Culture. MAT pupils are also targeted for a specific event in year 9 during Welsh week to challenge them with regards to

EAL

Identified pupils receive additional support from EMLA. Pupils will be encouraged to participate in the Cwricwlwm Cymreig activities and in the use of incidental Welsh in and around school. If EAL pupils arrive at St Richard Gwyn in KS3 with little English, then they would be formally disapplied from Welsh.

FSM

Pupils who are in receipt of free school meals will be monitored and individuals supported where necessary in order to develop Welsh language skills and awareness of culture.



Anticipated outcomes

- Attainment in Welsh according to teacher assessment at key stages 1, 2 and 3, and external examinations at key stage 4, should compare favourably with that in similar schools.
- Attainment at KS3 is improved upon with more pupils achieving the higher levels.
- Pupils make good progress in Welsh lessons.
- Most pupils join the school with previous competence in Welsh from Primary School and achieve well.
- Pupils develop increasing competence in using dual literacy skills during Welsh lessons and oral competency is evident across the curriculum.
- As appropriate, pupils are confident and competent in using Welsh in a range of situations beyond their Welsh lessons.
- An increasing proportion of pupils gain a recognised qualification in Welsh at the end of Key stage 4, apart from those pupils disapplied by their statements of SEN.
- A significant proportion of pupils learning Welsh as a second language gain a qualification in the GCSE full course.

Wellbeing

- Pupils display positive attitudes and enjoyment in learning Welsh.
- Pupils involved in extra-curricular or community events or activities are able to use incidental Welsh.

Learning Experiences

- The school meets the statutory requirement to teach Welsh to all pupils up to school leaving age, other than to pupils whose statements of SEN disappplies them.
- There is continuity between and across key stages in terms of pupils' experiences in Welsh.
- Pupils learning Welsh as a second language have increasing opportunities to develop their use of Welsh in a range of situations beyond Welsh lessons.
- Learning experiences across the curriculum enhance the development of learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
- Pupils who join the school as first language speakers are given the opportunity to continue to expand upon their Welsh ability within Welsh lessons.



Teaching

- A sequence of learning activities reinforces pupils' skills in speaking and listening, reading and writing in Welsh and their inter-dependency.
- There is sufficient consolidation of new vocabulary and sentence patterns to ensure pupils are able to use them with increasing independence.
- Pupils are given regular opportunities to apply and build on what they have learnt in previous lessons.
- There is sufficient teacher intervention to improve quality and accuracy of pupils' oral competence in Welsh.
- Welsh second language teachers make increasing use of Welsh as a medium of communication, both in lessons and in other situations.

Care, support and guidance

- There is good support for pupils who are latecomers and have limited or no previous competence in Welsh. These pupils are positively supported to achieve GCSE in Welsh. This includes pupils whose first language is not English.
- Pupils are aware of the advantages of learning Welsh and becoming increasingly bilingual.

Learning environment

- The school has an ethos which promotes the Welsh language and culture and positive attitudes towards them.
- Welsh should be used within displays around the school across all departments.
- The school encourages pupils and staff to make increasing use of Welsh, at the appropriate level, as a medium of informal communication and provide both pupils and staff with training to do so.

Leadership and management

- The school has regard for the local authority language policy and its Welsh Education scheme objectives.
- The Welsh language is supported and encouraged by members of SLT.

Improving quality

- Managers at all levels have a realistic view of what needs to be done to improve outcomes and provisions in Welsh.



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- Improvement plans identify clear proposals to address areas in need of development.
- There is clear evidence of a commitment to moving forward on the improvement agenda in relation to the Welsh Assembly Government's Policy.

Partnership Working

- There is joint-working between the Welsh department and partner primary schools to ensure consistency and progression in pupils' learning experiences in Welsh transition. Specific activities are also held to support the transition process such as 'Hwyl Efo'r Iaith' for MAT year 6 pupils and taster lessons.
- The school takes advantage of the support offered by other bodies, such as the Urdd and Mentrau Iaith.

Review

This policy will be reviewed in 2017.

Rev.No	Date	Authorised By	Details of Revision
V1	13/10/2015	Governing Body	Update/Format
V2	20/11/2017	IEB	Renewal – no change