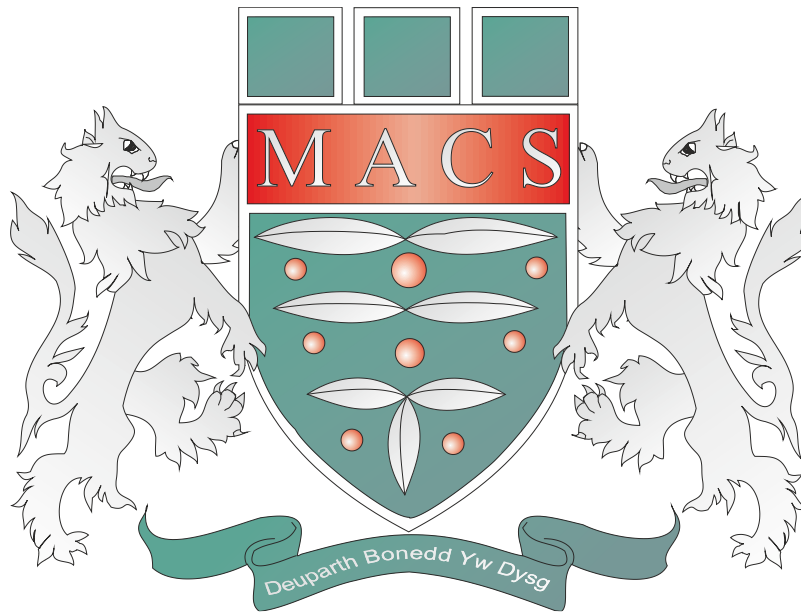


**MOUNTAIN ASH
COMPREHENSIVE SCHOOL
YSGOL GYFUN ABERPENNAR**



**BILINGUALISM POLICY
POLISI DWYIEITHRWYDD**

Signed _____ *P. J. J. J.* _____ (Chair of Governors)

Date _____

Reviewed: October 2017
Adolygwyd: Hydref 2017
Next Review Date: October 2020
Adolygiad nesaf: Hydref 2020

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Welsh Speaking Staff (20% of teaching staff)

Derek Mead – Head teacher

Sarah Allen - Drama

Michelle Rees - PE

Hannah Peel - Science

Lucy Hacker - English

Laura Connolly - Cymraeg

Rhian Nash - Cymraeg

Rhian Davies - Geography

Steve Powell – Music / Cymraeg

Fiona Morgan - Music

Louise Miles- History

Claire Jones- Manager

Ceri Gait- Admissions/Exams Officer

School Context

Mountain Ash is an 11-18 mixed comprehensive school which plays a wide and diverse role in the community it serves. The school provides a wide range of specialist facilities for the delivery of the curriculum and a number of partner organisations work within the school. There are 935 pupils currently on roll. There are no pupils who speak Welsh as their first language and Welsh is not commonly spoken within the local community. Close partnership between the school, its partner primaries and Athrawon Bro developed as a result of the statutory KS2/3 assessment Standardisation and Moderation process. The school has sought and maintains close links with the local Welsh Medium Secondary School, Ysgol Gyfun Rhydywaun. It also endeavours where possible to contribute to the Welsh life of Cwm Cynon. For example the local and regional Urdd eisteddfod was held in Mountain Ash for the first time in March 2011. It is also heavily involved in the organisation of Nos Galan in Mountain Ash.

ESTYN/WAG Guidance on Bilingualism

- ACCAC (now DCELLS) in 2003 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 (SEN) disappplies them from learning Welsh. Iaith Pawb (the Welsh Assembly Governments 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 of the Bilingual Policy at MACS

- 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 Curriculum Cymreig in every department within the school, to foster an understanding of Wales as an international country as part of Europe and the world.
- To promote Global Citizenship and an understanding of Sustainable Development.

The Purpose of Bilingualism at MACS

- 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, the Cynon Valley 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 identify a dedicated proportion of assemblies with a Welsh theme eg individually 'Dydd Gwyl Dewi' and 'Dydd Santes Dwynwen'.

- 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.
- To take part in and celebrate a whole school Eisteddfod, which will encourage pupils and staff to celebrate their heritage and identity with a variety of competitions across the school.

Process

- Pupils are offered the opportunity to attend residential courses run by Urdd Gobaith Cymru at Glanllyn and Llangrannog. Pupils will have the opportunity to develop their Welsh language skills and to enjoy activities set in a Welsh environment.
- Members of the Welsh Department are encouraged to invest in training and development opportunities that enhance transition at KS2/KS3, liaising with the Welsh Coordinators in partner primaries.

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 facets 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 Mountain Ash Comprehensive School, including CATS, FFT 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.

EAL

Pupils will be encouraged to participate in Eisteddfod activities (in school and at a regional and National level) and in the use of incidental Welsh in and around school.

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. They will also be encouraged to attend Clwb Cymraeg / Welsh Club held every Tuesday (3:15-4:30pm) in the Welsh department.

Curriculum Cymreig and Bilingualism

Each department in the school includes the Curriculum Cymreig and Bilingualism in Schemes of Work wherever possible. Subjects use the skills icon to recognise the use of Curriculum Cymreig and Bilingualism.

Welsh Lessons

Year 11

- Year 11 Studying Welsh Full Course: 41%
- Year 11 Studying Welsh Short Course: 52%
- Year 11 Studying Entry Pathways Qualification: 6%

Year 10

- Year 10 Studying Welsh Full Course: 31%
- Year 10 Studying Welsh Short Course: 61%
- Year 10 Studying Entry Pathways Qualification: 8%

Year 9

- Level 5+ achieved: 88%

- 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.
- Pupils make good progress in Welsh lessons.
- Most pupils join the school with previous competence in Welsh from Primary School.
- Pupils develop increasing competence in using dual literacy skills during Welsh lessons and oral competency is evident across the curriculum.
- 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 to a higher level.

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.
- Curriculum organisation and the time allocation demonstrably enable pupils to make and sustain good progress in Welsh.
- 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.

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.
- There is use of Welsh in displays and signage around the school.

Leadership and management

- The school has regard for the local authority language policy and its Welsh Education scheme objectives.
- The school provides training opportunities for staff and pupils.

Improving quality

- Managers at all levels have a realistic view of what needs to be done to improve outcomes and provisions in Welsh.
- There is some evidence of a commitment to moving forward on the improvement agenda in relation to the Welsh Assembly Government's Policy.

Partnership Working

- The school takes advantage of the support offered by other bodies, such as the Urdd, University of Glamorgan.
- The Curriculum Leader of Welsh works with the WJEC on KS2/3 Moderation, KS3 Moderation.

Pynciau craidd – Core Subjects

Examples of learning opportunities established within departmental schemes of work.

Saesneg - English

Greetings and date on board.

Instructions in Welsh.

Mathemateg – Mathematics

- Using Welsh greetings in lessons and encouraging a response from students
- Using as much classroom language (dewch i mewn /come in , eisteddwch /sit down/ cyfri/counting etc) as possible
- Ensuring that the register is taken in Welsh (yma/absennol)
- Writing the day and date in Welsh and ensuring that students write this in books
- Ensure that all posters and displays have a bilingual element
- Ensuring that the Cwricwlwm Cymreig is full addressed

Gwyddoniaeth – Science

Greetings and date on board.

Instructions in Welsh.

Pynciau sylfaenol– Foundation subjects

Cymraeg – Welsh

Language Elements

Welsh target language should be used with all year groups. Pupils should be encouraged to greet all teachers in Welsh around the school.

Welsh language elements are evident due to the nature of the subject.

Cultural Elements

KS3 and KS4

History of the eisteddfod presented in school assembly.

Eisteddfod competition work.

Welsh celebrities and S4C studied.

The World of Work- Employment in Wales.

Environmental issues in Wales.

Technoleg Gwybodaeth – ICT

All pupils are asked to answer register with 'Yma'. At the end, we always reply with 'Diolch yn fawr iawn'.

Year 7 – pupils create a slideshow on MACS, using images of depts. etc. Welsh and English titles are used where possible e.g. Library/Llyfrgell.

Year 7 – pupils create an activity leaflet using DTP, to accompany a database task. Welsh and English titles used where appropriate e.g. Horse riding/Marchogaeth cefyllau.

Year 8 – pupils create a slideshow on endangered animals around the world. Welsh and English titles used for continents e.g. Europe/Ewrop.

Year 8 – pupils create a video on Guto Nyth Bran.

Year 9 – nothing yet! Will work on incorporating something here.

Celf – Art

Greetings and date on board.

Instructions in Welsh.

Welsh elements to coursework where possible.

Addysg Gorfforol – PE

Rugby, football, netball and hockey teams will travel across the Cynon Valley and Wales to play against different schools. Participants will become accustomed to the local area, its residents and other villages and towns.

Greetings and date on board.

Instructions in Welsh.

Bilingual posters in PE corridors.

Dylunio a Thechnoleg – Design Technology

Greetings and date on board.

Instructions in Welsh.

Cerddoriaeth – Music

Greetings and date on board.

Instructions in Welsh.

Welsh elements to coursework in lessons. E.g. Welsh composers.

Daeryddiaeth – Geography

Dates and greetings.

Bilingual terms.

Welsh case studies for geography features.

Module on Geography Wales Year 7.

Hanes – History

Yr 7 Life in Welsh District in 1000AD farming, village life, Welsh homes, Welsh society, leading to a descriptive essay on life in Wales 1000AD as key assessment for Tracking 1

Towards Easter Yr 7 we study the Norman Invasions of Wales from 1068. This study leads to a discussion essay on whether these attacks were a disaster for Wales/ the Welsh people or not.

In the Summer Term of Yr 7 we do a detailed study of Gerald of Wales and his journey in 1188.

Year 8

Henry Tudor....A Welsh hero or a Welsh traitor? First main topic leading to the first assessment essay on him.

Henry VIII and the Acts of Union 1536 and 1542/1543

Year 9

Mining in Cynon Valley, Industries across Wales, Coal mining, jobs done by children in mining, condition and dangers in the mines leading to assessment 1 as a Mines Report 1842.

2nd part of Christmas Term 19th century Welsh protests...including causes/events and results of the Merthyr Riots of 1831, Rebecca Riots, the Newport Rising 1839.

Addysg Grefyddol – Religious Studies

Dates, greetings and instructions in Welsh.

Bilingual terms in each lesson e.g “Crêd- Belief” These terms are then learnt by pupils by following lesso

Targets 2017/2018

- All staff will take part in a refresher course to use incidental Welsh confidently in lessons and around school. This course will include greetings, classroom commands, writing the date and ‘Gwaith Dosbarth’/Class work’ in each lesson and subject specific vocabulary. Monday Oct 9th 2017
- The use of incidental Welsh will be encouraged throughout the wider community of the school for example in the playground and canteens, to facilitate the use of Welsh in unstructured time.
- St David’s Day will be celebrated with a traditional Eisteddfod at the beginning of March 2018. The Welsh department will co-ordinate the event with full school participation of curriculum areas with a lead-in during the week prior to half term.
- Prominent Welsh personalities will be invited to the school to promote awards ceremonies, sports presentations and assemblies.
- Participation will be encouraged to compete at the Urdd National Eisteddfod.

- A Shwmae/Sumai Day will be organised for October 13th 2017 to encourage the use of the Welsh spoken by staff and pupils. There will be activities organised throughout the day for pupils to develop their Welsh language across the school, as well as a charity bake sale for staff during break time where staff will be encouraged to speak Welsh.
- Clwb Cymraeg is weekly on a Tuesday at lunchtime.
- Weekly drop in sessions of support will begin every Wednesday lunchtime for all teachers, support and admin staff.
- There will be a joint-working between primary schools and pre-school groups and between secondary and partner primary schools to ensure consistency and progression in pupils' learning experiences in Welsh transition.
- A Welsh in the workplace day is to be set up for the weeke beginning 12th February for years 9 and 10 to have a taster from employers and businesses of the importance of learning Welsh.
- All targets met will encourage 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.
- **All targets will be reviewed and implemented fully into the Bilingualism Policy in January 2018.**



Incidental Welsh to use within your teaching classrooms.

laith darged I ddefnyddio yn eich dosbarthiadau Dysgu.



Welsh form

Bore da
Prynhawn da
Eisteddwch i lawr
Ga i fynd i'r ty bach
Ble mae...
Dewch i mewn
Tawelwch
Dydd Llun
Dydd Mawrth
Dydd Mercher
Dydd Iau
Dydd Gwener
Sut wyt ti?
Gwaith Dosbarth

English form

Good morning
Good afternoon
Sit down
May I go to the toilet
Where is...
Come in
Silence
Monday
Tuesday
Wednesday
Thursday
Friday
How are you?
Class work

Phonetic form

Boreh dah
Prinhown dah
I ste thuch ee laor
Gah ee vin deer tee bach
Bleh my...
Diwch ee miwn
Tahweluch
Dyth Lleen
Dyth Maurth
Dyth Mercherr
Dyth Eeaii
Dyth Guenerr
Sit oit t?
Guaeeth Dosbarrth

Gwaith Cartref
Os gwelwch yn dda
Diolch yn fawr

Homework
Please
Thank you

Guaeeth Kartrev
Ohs gooelooch yn tha
Deeolch en vaor