

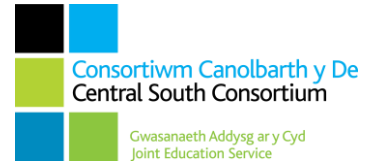


Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



Siarter Iaith Gymraeg



May I wish you every success with the implementation of the CSC
Schools Welsh Language Charter.

Mike Glavin

Managing Director, Central South Consortium, March 2018



Objective

The simple objective of the Language Charter is to provide a clear framework, which can be used to promote and increase the use of Welsh by children in a whole school context. In a nutshell, the Charter's main aim is to promote a strong Welsh ethos in schools and to provide a range of enriching activities that propel the children to enjoy learning Welsh.

The Language Charter exhorts participation from every member of the school community, and members of the school workforce and council, the pupils and their parents, school governors and the wider community are all encouraged to take full ownership of it. The Ciriw Cymraeg are instrumental in leading and driving the Language Charter forward.

Bronze, Silver and Gold Awards

To ensure that all efforts are rewarded, the Charter is based on the principle that every school follows challenging but attainable targets in connection with promoting the use of the Welsh language. The specific targets included in the Language Charter can form part of a school's Welsh Development Plan.

By identifying success criteria for each target - we have prepared an Implementation Programme that every school should be able to complete successfully (see *Appendix*). The Language Charter is based on steps that are deemed to be good practice, and that every school should therefore be able to implement. Achieving these initial goals in the first year will ensure a bronze award for the school.

The aim is to achieve the gold award over a four year period.

Criw Cymraeg involvement

To fully achieve the ten targets within each award of the language charter, it is imperative that your school has established a 'Criw Cymraeg' to lead Welsh initiatives within the school.

The Criw Cymraeg usually consists of two members from each year group and meet weekly with the Welsh coordinator to discuss weekly business e.g. phrase of the week, rewards etc; current initiatives and progress with the language charter.

A guide to setting up a successful 'Criw Cymraeg' is included within the resource pack available on the Cymraeg Campus CSC Hwb Network.

Setting a Baseline and Evaluating Impact

An appropriate method of setting a baseline and of evaluating success has been developed in connection with the objective of promoting and increasing the use of Welsh by children in a whole school context. Primary school pupils throughout CSC will be asked ten questions in an on-line questionnaire.

This questionnaire will allow children in years 3 to 6 to give details about their use of Welsh within the classroom, on the playground and beyond school lessons and will thus provide an opportunity to measure children's attitude towards learning Welsh (i.e. whether or not they feel that the language is important to them.) and also how confident children are about using Welsh in different contexts during the school day. Every pupil will provide their answers on a scale of zero to ten, by choosing a number beside every statement to reflect how much use they make of the Welsh language in certain contexts and how confident they feel when doing so. It is advised that teachers display the questionnaire on the whiteboard and discuss the statements before the pupils complete the questionnaire individually.

This data will provide firm evidence about the language situation at every school, and allow us to establish a baseline.

After a period of time, the questionnaire will be revisited - and the same questions asked for a second time - in order to observe what impact has been made in connection with promoting and developing the use of Welsh by primary school pupils in a number of various contexts.



On-line Questionnaire


Here are the ten questions which pupils from years 3 to 6 will complete as an online questionnaire at the beginning of the process and nearing its end.


1. I like learning Welsh.
2. I can see Welsh signs and displays around my school.
3. I speak Welsh inside my classroom.
4. I speak Welsh outside the classroom
5. I hear Welsh during assemblies
6. I use digital technology in Welsh (like websites, apps, programs...).
7. I take part in Welsh activities outside the classroom, such as Urdd club and trips, School Welsh club, Llangrannog, Eisteddfod.
8. I read Welsh books
9. I use Welsh during other lessons, e.g. Geography
10. I think learning Welsh is important.



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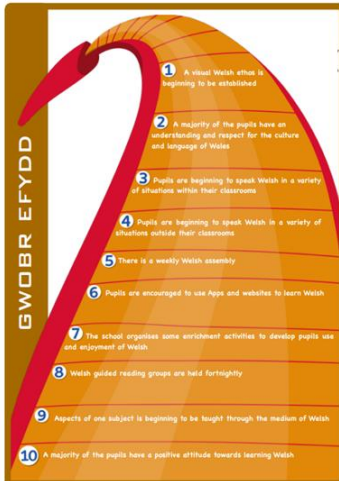
Analysing the results of the online questionnaire

first reading 

second reading 



Achieving the award



The ten targets drawn up by CSC Welsh in Education officers are included within the appendix.

Success criteria have been tailored to each of the ten targets. 60% of the success criteria must be met in order to complete a target.

All schools must set up a HWB network for collection of evidence and allow access to your Welsh in Education officer in order for final assessment. When you have completed all ten targets, contact your Welsh in Education officer who will evaluate the progress you have made. The officer will take into consideration a range of evidence including listening to learners and meeting with designated staff to be able to judge whether the school has achieved the award.

GWOBR EFYDD: Targed 1 Establishing a visual Welsh ethos

<input type="checkbox"/> A general Welsh display in classroom.	<input type="checkbox"/> A Welsh display outside one of the classrooms.
<input type="checkbox"/> The reception area reflects a contemporary vision of Wales.	<input type="checkbox"/> An element of 'Welsh' at an appropriate level is visible on other classroom subject displays.
<input type="checkbox"/> Welsh is prominently displayed around the classroom e.g. 'welcome poster on the door' 'the majority of areas are named in Welsh' 'the majority of materials are labelled in Welsh'.	<input type="checkbox"/> Cwrs Cymraeg contribute to the school's newsletter reporting on the school's progress with the Language Charter.
<input type="checkbox"/> The majority of areas inside and outside of the school have Welsh / Bilingual signage.	<input type="checkbox"/> Welsh is prominent on the school website e.g. 'Welsh signage on school website' 'Links to online activities for parents and children'.
<input type="checkbox"/> School holds a competition to design a 'Croeso' poster which will be displayed around the school.	
<input type="checkbox"/> School's progress in Language Charter's Bronze Award is clearly displayed.	

CYMRAG CAMPUS
Siarter Iaith Gymraeg

Displaying the school's progress in the Language Charter

Evaluating progress is paramount to the successful implementation of the Language Charter. Schools need to ensure effective use is made of visual targets in order to remind everybody of the progress made in the charter. The '**Taniwch y Ddraig**' display is an example of this. An individual school may create their own bespoke display. The targets and success criteria are shared with the entire school community, so that everyone participates in achieving the award.

There is no specific order in which the school can complete the targets. The school can begin to work on any of the ten targets. Progress is displayed by ticking the criteria met. When a school has completed all of the success criteria within a target, they can place a flame above the target number to clearly evidence that the target has been achieved.

By using this visual display, the whole school community will support and encourage one another to achieve the award.



Providing Evidence

Collecting a range of evidence is good practice, and will also help with evidencing progress. Here are suggestions for your evidence portfolio.

- * photographic evidence of displays and activities
- * minutes of Ciriw Cymraeg meetings
- * written articles or news items detailing activities
- * pupil participation and accomplishments in eisteddfodau
- * specific events held to mark special dates in the Welsh calendar
- * newsletters
- * results and analysis of the on-line questionnaire
- * questionnaire
- * evidence of visible targets e.g. Taniwch y Ddraig (pictures of progress made)



Whole school agreement

The school has agreed to work towards the _____ award of the Cymraeg Campus language charter during the academic year of _____/_____.

All stakeholders understand the requirements of the charter and are fully committed to working enthusiastically to ensure success in achieving this award.

The school will analyse its progress with the hope of achieving the award in _____, 20____.

Signed

_____ (Headteacher) Date: _____

_____ (Criw Cymraeg) Date: _____

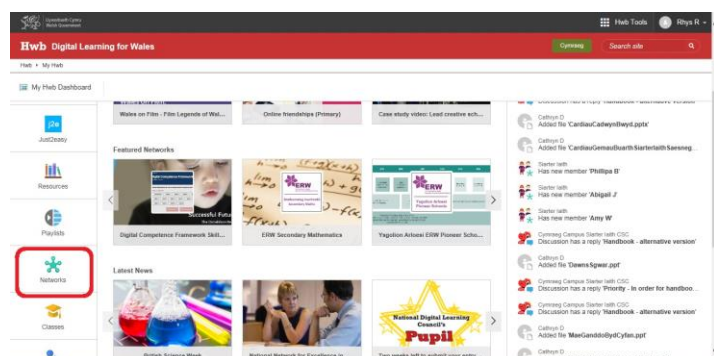
_____ (Welsh coordinator) Date: _____

_____ (Governor) Date: _____

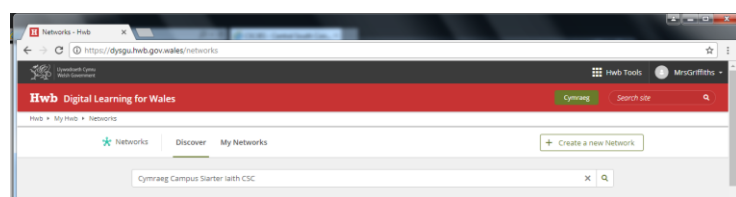
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Resources

A Hwb network has been created for the Cymraeg Campus Language Charter to help you achieve the targets.



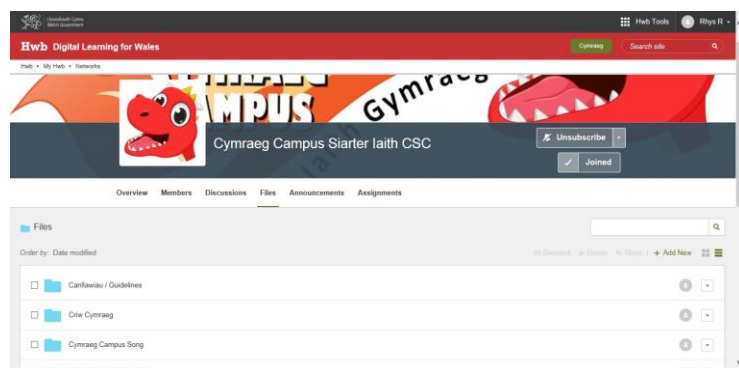
Sign in to Hwb.
Click on 'Community' and choose 'Hwb networks'.



Type 'Cymraeg Campus Siarter Iaith CSC' into the search box and hit search.

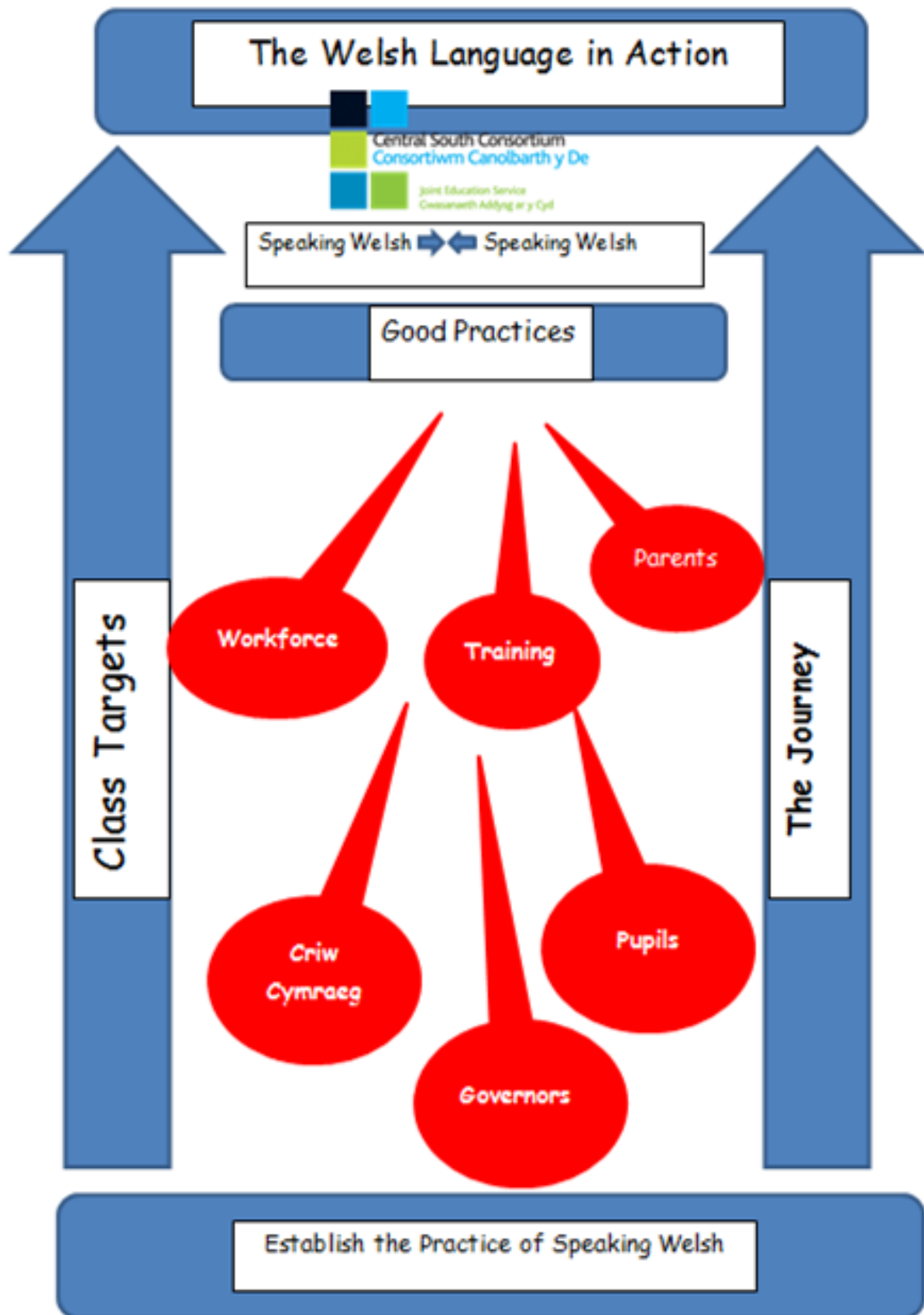


Click on the 'Cymraeg Campus Siarter Iaith CSC' network. Ask to join the network. Your request will be approved as soon as possible.



When you gain entry to the network, resources will be available in the 'Files' section to help you achieve the targets in each award.







ATODIAD APPENDIX

Cymraeg Campus Siarter Iaith Gymraeg

Y WOBR EFYDD,
ARIAN AC AUR

BRONZE, SILVER AND GOLD AWARDS



GWOBR EFYDD



- 1 A visual Welsh ethos is beginning to be established
- 2 A majority of the pupils have an understanding and respect for the culture and language of Wales
- 3 Pupils are beginning to speak Welsh in a variety of situations within their classrooms
- 4 Pupils are beginning to speak Welsh in a variety of situations outside their classrooms
- 5 There is a weekly Welsh assembly
- 6 Pupils are encouraged to use Apps and websites to learn Welsh
- 7 The school organises some enrichment activities to develop pupils use and enjoyment of Welsh
- 8 Welsh guided reading groups are held fortnightly
- 9 Aspects of one subject is beginning to be taught through the medium of Welsh
- 10 A majority of the pupils have a positive attitude towards learning Welsh



GWOBR ARIAN



- 1** Welsh is prominent on some displays and signage around the school
- 2** Many of the pupils have an understanding and respect for the culture and language of Wales
- 3** Pupils are able to speak Welsh in a range of situations within their classrooms
- 4** Pupils are able to speak Welsh in a range of situations outside their classrooms
- 5** The Cwriw Cymraeg lead the majority of a weekly Welsh assembly
- 6** Pupils make good use of Apps and websites to enhance their learning and enjoyment of Welsh
- 7** The school organises a range of enrichment activities to develop pupils use and enjoyment of Welsh
- 8** Welsh guided reading groups are held weekly
- 9** Aspects of one subject is taught through the medium of Welsh
- 10** Many of the pupils have a positive attitude towards learning Welsh

GWOBR AUR



- 1** There is an extensive use of Welsh in displays and signage around the school
- 2** Most of the pupils have an understanding and respect for the culture and language of Wales and are aware of the advantages of learning Welsh
- 3** Pupils are able to speak Welsh confidently in a range of situations within their classrooms
- 4** Pupils are able to speak Welsh confidently in a range of situations outside their classrooms
- 5** The Criw Cymraeg lead nearly all of the weekly Welsh assembly
- 6** Pupils make extensive use of Apps and websites to enhance their learning and enjoyment of Welsh
- 7** The school continuously organises an increasing range of enrichment activities
- 8** Pupils have individual Welsh reading books and continue to have regular guided reading sessions
- 9** Aspects of two subjects are taught through the medium of Welsh
- 10** Nearly all pupils have a positive attitude towards learning Welsh

TARGEDAU Y WOBR EFYDD



BRONZE AWARD TARGETS

GWOBR EFYDD: Targed 1

Establishing a visual Welsh Ethos

☐

A general Welsh display in classroom.

A Welsh display outside one of the classrooms.

☐☐

The reception area reflects a contemporary vision of Wales.

An element of Welsh at an appropriate level is visible on other classroom subject displays.

☐☐

Welsh is prominently displayed around the classroom e.g.
* welcome poster on the door
* the majority of areas are named in Welsh
* the majority of materials are labelled in Welsh

Criw Cymraeg contribute to the school's newsletter reporting on the school's progress on the language charter.

☐☐

The majority of areas inside and outside of the school have Welsh /bilingual signage.

Welsh is prominent on the school's website e.g.
* Welsh signage on school website
* Links to online activities for parents and children

☐☐

School holds a competition to design a 'Croeso' poster which will be displayed around the school.

☐

School's progress in Language Charter's Bronze Award is clearly displayed.



GWOBR EFYDD: Targed 2

The advantages of learning Welsh

☐

Pupils read 'Ein Cymru Ni' factual books which focuses on the concept of 'Welshness'.

☐

Pupils to create a display in a communal area within the school that promotes the advantages of learning Welsh.

☐

Pupils create posters to encourage other people to speak Welsh e.g.
'Siaradwch Gymraeg gyda ffrindiau'
'Mae Cymraeg yn cwl'

☐

Pupils are taught the benefits of learning Welsh.

☐

Pupils has learnt the Welsh national anthem 'Mae Hen Wlad fy Nhadau'.

☐

Cwricwlwm Cymraeg is planned for.

Each class has a take home Welsh initiative mascot. A short session is dedicated to questioning the mascot on his return.

☐

Parents are invited to be part of Welsh enrichment activities.

☐

Staff attend all designated Welsh courses run by the Local Authority.

☐

The school establishes a link with a local school so that pupils can converse in Welsh via email or video link on familiar topic.
e.g. news

☐

GWOBR EFYDD: Targed 3

The use of incidental Welsh in the classroom

☐

Teaching staff use incidental Welsh to give basic commands throughout the day.

Support staff use incidental Welsh to give basic commands throughout the day.

☐☐

Pupils use Welsh incidentally when expressing basic needs e.g.
Ga i fynd i'r ty bach os gwelwch yn dda?

Support staff use basic commands in Welsh when working with groups of children.

☐

Teachers greet each other in Welsh.

☐☐

Each class has established the 'Helpur Heddiw' initiative.

Pupils understand and respond to basic Welsh questions and commands.

☐☐

The register and dinner order is taken in Welsh.

☐

Teachers write a general marking comment in Welsh in pupils' workbooks in most subjects.

☐

The date is written in Welsh on the whiteboard and in pupils' workbooks in most subjects.



GWOBR EFYDD: Targed 4

The use of incidental Welsh outside of the classroom

☐

Pupils use Welsh incidentally when expressing basic needs in the dinner hall e.g. Ga i ginio rhosod of gwelwch yn dda?

☐

Criw Cymraeg have an interactive display in a communal area to promote the phrase of the week.

☐

Criw Cymraeg to work on one project to promote use of Welsh outside of the classroom e.g. Fruit shop is run in Welsh Prepare a 'bocs Cymraeg' for wet break / breakfast club Prepare language posters for the dinner hall.

☐

Teaching staff and support staff use incidental Welsh to give basic commands outside of the classroom.

☐

Phone calls are answered in Welsh and answerphone message is bilingual.

☐

Pupils greet staff in Welsh.

The school holds a Welsh afternoon e.g. 'Welsh rugby' for developing the pupils' language skills across a range of practical activities e.g. ICT, craft, games etc...

☐

Duty staff model Welsh yard games.

☐

Pupils understand and respond to Welsh questions and commands when outside of the classroom.

☐

GWOBR EFYDD: Targed 5

Welsh in assemblies

☐

Criw Cymraeg are responsible for leading a part of the weekly Welsh assembly.

Criw Cymraeg introduce the phrase of the week in the weekly Welsh assembly.

☐☐

A weekly Welsh assembly is held which all staff attend.

Criw Cymraeg hand out rewards in the weekly Welsh assembly.

☐☐

Headteacher and teaching staff use Welsh to greet during every assembly.

☐

A simple Welsh prayer is said in Welsh in the weekly Welsh assembly.

☐

Welsh songs and hymns are sung in the weekly Welsh assembly.

☐

Criw Cymraeg greet pupils and staff as they enter the Weekly Welsh assembly.



GWOBR EFYDD: Targed 6

Apps and websites to enhance learning and enjoyment

☐

Pupils make good use of the discussion feature on the HWB platform to answer simple questions in Welsh.

'Ap Geiriaduron' is installed on school iPads and pupils can confidently use it to check spelling and meaning.

☐☐

Some main oracy activities completed by pupils are showcased in pupils workbooks using QR codes.

Pupils use iPads / cameras to record oracy activities.

☐☐

Teachers use Welsh iBooks on an iPad connected to a whiteboard to enhance learning.

Pupils to prepare posters to be displayed around the school that promote Welsh apps.

☐☐

Pupils have access to and make good use of Welsh apps e.g. Alun yr Arth, hApos, Campau Cosmig.

☐

Pupils use word processing programs to complete written tasks during their Welsh lessons.

☐

A list of suitable Welsh websites is readily available in each class.



GWOBR EFYDD: Targed 7

Enrichment activities

☐

The school annually takes part in the Urdd Eisteddfod stage and / or literary competitions for Welsh learners.

The Criw Cymraeg organise events to celebrate Dydd Gwyl Dewi, Diwrnod Shwmae etc...

☐☐

The school organises Welsh trips e.g. to Llangrannog, Caerdydd Glanllyn, Sain Ffagan etc... to develop pupils use and enjoyment of Welsh.

There is an emphasis on Welsh when creating and selling products for enterprise activities e.g. bilingual Welsh Christmas cards, decorated cakes.

☐☐

The school annually takes in Urdd sport activities.

The school runs a lunchtime or after school Welsh club with a variety of activities.

☐☐

The school occasionally invites Welsh speakers into school.

☐

The school organises an annual Welsh Eisteddfod where all singing, recitation and homework competitions are through the medium of Welsh.

☐

Some KS2 pupils are members of the Urdd.



GWOBR EFYDD: Targed 8

Developing reading

☐

Teachers and classroom assistants have been given training on language needed to facilitate group reading using e.g. Cynllun Colegau Cymru Language Mat.

Pupils have regular guided reading sessions and are encouraged to discuss content. Record of these sessions are kept.

☐☐

The majority of pupils have a secure grasp of the Welsh alphabet.

Pupils undertake a range of activities to improve reading fluency and teachers encourage pupils to make good use of reading success criteria cards to peer and self assess.

☐☐

Teachers use Welsh iBooks on an iPad connected to a whiteboard to enhance learning.

KS2 pupils read simple stories to pupils in the Foundation Phase.

☐☐

Reading material at the appropriate level is available in each classroom.

Pupils are able to answer simple questions about books and express their opinion simply.

☐☐

The school is beginning to create a rich Welsh reading environment e.g. phrases to discuss books are displayed.

☐

The school has recently undertaken an audit of current resources and has invested in a good range of current suitable reading books and magazines.



GWOBR EFYDD: Targed 9

Welsh across the curriculum

☐

KS2 teachers make use of factual books e.g. 'Ein Cymru Ni', 'A wyddoch chi?', 'Patagonia', 'Botswana' etc...

☐

KS2 teachers sometimes use cross-curricular books e.g. Pod Antur books and DVD clips as a tool for learning aspects of their topic work in Welsh.

☐

Teacher use Welsh across the curriculum key ring cards, posters and language mats to aid pupils to use Welsh across the curriculum.

☐

Bilingual opportunities are included in the majority of lesson plans.

☐

An element of Welsh at appropriate level is visible on other classroom subject displays.

☐

Pupils evaluate their work at an appropriate level in Welsh subjects e.g. Art, Design and Technology, Music etc... by using simple patterns e.g. Dw i'n hoffi / Dw i ddim yn hoffi

☐

There is evidence of Welsh cross-curricular work undertaken in pupils topic and subject workbooks.

☐

Pupils have a good grasp of subject terminology in Welsh in a few subjects across the curriculum.

☐

Aspects of one subject e.g. P.E. or Art is taught through the medium of Welsh in all classes.



GWOBR EFYDD: Targed 10

A positive attitude

☐

Pupils play a variety of games through the medium of Welsh e.g.

- * classroom language games
- * yard games
- * warm up games during P.E. lessons

☐

The school has a termly evolving graffiti wall where pupils respond in Welsh to a question asked by teachers of the Criw Cymraeg.

☐

The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.

- * siaradwr y wythnos
- * dosbarth y wythnos

☐

The school uses a variety of ways to reward children and staff for speaking Welsh e.g.

- * win a place on the Welsh dinner table in the dinner hall
- * tocyn iaith
- * team points
- * certificates

☐

The school has set up a Criw Cymraeg which leads on developing Welsh in the school.

☐

Welsh stickers or stamps are used to reward good work.

☐

Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.

- * Welsh DVDs
- * Welsh TV programmes
- * Jamboree

☐

Pupils are given the opportunity to use Welsh in a range of real life situations e.g.

- * buying items
- * ordering food

☐

Questionnaire shows that the majority of pupils enjoy learning Welsh.



TARGEDAU Y WOBR ARIAN



SILVER AWARD TARGETS

GWOBR ARIAN: Targed 1

Establishing a visual Welsh ethos

☐

A Welsh display in classroom linked to current topic.

Welsh displays outside classrooms.

☐☐

The reception area and hall reflects a contemporary vision of Wales.

Welsh is clearly visible at an appropriate level on many displays.

☐☐

Welsh is prominently displayed around the classroom e.g.
* welcome poster on the door
* most of areas named in Welsh
* most of materials are labelled in Welsh

Criw Cymraeg contribute to the school's newsletter reporting on Welsh activities and the school's progress with the language charter.

☐☐

Most areas inside and outside of the school have Welsh / bilingual signage.

Welsh is prominent on the school's website e.g.
* Welsh signage on school website

☐☐

Pupils work on a project to prominently display the word 'Croeso' outside of the school e.g. large mural, mosaic etc...

* Links to online activities for parents and children
* Examples of Welsh activities undertaken in classrooms
* Photos and videos of Welsh celebrations and activities.

☐

School's progress in Language Charter's Silver Award is clearly displayed.



GWOBR ARIAN: Targed 2

The advantages of learning Welsh

☐

Pupils watch videos from the HWB resource 'Ein Hiaith' to become aware of their Welsh identity.

Each class has a take home Welsh initiative mascot whose news is recorded at the appropriate level in his/her diary.

☐☐

Pupils to create an iBook that includes text, photos and short videos that promote the advantages of learning Welsh.

Parents are invited to view teachers introducing Welsh activities.

☐☐

Pupils create a poster the advantages of learning Welsh.

The school is taking advantage of sabbatical courses for teachers and support staff to further their Welsh language skills.

☐☐

Pupils can confidently converse about the benefits of learning Welsh.

The school establishes a link with a Welsh medium school / Welsh stream within a school so that pupils can for example take part in art lessons via video link.

☐☐

Pupils can confidently sing the Welsh National Anthem and some traditional Welsh songs.

☐

Cwricwlwm Cymraeg is clearly planned for.



GWOBR ARIAN: Targed 3

The use of incidental Welsh in the classroom

☐ Teaching staff use take advantage of every opportunity to use incidental Welsh.

Support staff take advantage of every opportunity to use incidental Welsh.

☐

☐ Pupils use more challenging Welsh phrases when expressing need
e.g.
Ga i fenthyg...
Ga i ddefnyddio...

Support staff take advantage of every opportunity to use incidental Welsh when working with groups of children.

☐

☐ Each class used the 'Helpur Heddiw' initiative during registration.

Teachers greet and ask each other basic questions in Welsh.

☐

☐ Teachers and pupils follow a script for example to discuss the weather, day of the week etc...

Pupils understand and respond to more complex Welsh questions and commands.

☐

☐ Teachers write a general marking comment in Welsh in pupils' workbooks in the majority of subjects.

☐ The date is written in Welsh on the whiteboard and in pupils' workbooks in the majority of subjects.



GWOBR ARIAN: Targed 4

The use of incidental Welsh outside of the classroom

☐

Dinner staff use basic Welsh when serving children e.g. Beth wyt ti eisau? Wyt ti eisiau?

☐

Criw Cymraeg to establish a hot spot e.g. Pod Siarad / Cornal Cloncan, during break times where pupils are rewarded for holding a simple conversation in Welsh with a Criw Cymraeg member.

☐

Criw Cymraeg to work on two projects to promote use of Welsh outside of the classroom e.g. Fruit shop is run in Welsh Prepare a 'bocs Cymraeg' for wet break / breakfast club Prepare language posters for the dinner hall.

☐

Teaching staff and support take advantage of every opportunity to use incidental Welsh outside of the classroom.

☐

Phone calls are answered in Welsh and answerphone message is bilingual.

☐

Staff and pupils welcome visitors in Welsh.

☐

The school holds a termly themed Welsh afternoon e.g. 'Welsh rugby for developing the pupils' language skills across a range of practical activities e.g. ICT, craft etc...

☐

Criw Cymraeg and staff to model Welsh yard games.

☐

Pupils understand and respond to more complex Welsh questions and commands when outside of the classroom.



GWOBR ARIAN: Targed 5

Welsh in assemblies

☐

Criw Cymraeg are responsible for leading the majority of the weekly Welsh assembly.

☐☐

Headteacher and teaching staff greet and use basic Welsh commands during every assembly.

☐☐

Criw Cymraeg introduce and lead the Welsh prayer using basic phrases in the weekly Welsh assembly.

☐☐

Criw Cymraeg introduce and lead Welsh hymns and songs using basic phrases in the weekly Welsh assembly.

☐

Criw Cymraeg greet pupils and staff and Welsh music is played whilst children enter and exit the Weekly Welsh assembly.

☐

A weekly Welsh assembly is held and all staff attend.

Criw Cymraeg introduce the phrase of the week in the weekly Welsh assembly and model how it can be used.

Criw Cymraeg hand out Welsh rewards in the weekly Welsh assembly.

Classes take it in turns to showcase short dramas, role plays, storytelling during the weekly Welsh assembly.



GWOBR ARIAN: Targed 6

Apps and websites to enhance learning and enjoyment

☐

Pupils make good use of the discussion feature on the HWB platform to express opinion on different subjects in Welsh.

'Ap Geiriaduron' is installed on school iPads and pupils can confidently use it to check spelling and meaning.

☐☐

Most oracy activities completed by pupils are showcased in pupils workbooks using QR codes.

Pupils use iPads / cameras to record oracy activities and use programs e.g. iMovie or Windows Movie Maker to edit clips to make short movies

☐☐

Pupils have access to iBooks on school iPads to enhance their learning.

Pupils prepare a pamphlet presenting information on Welsh apps and mainstream apps that can be used in Welsh.

☐☐

Pupils have access to and make good use of Welsh apps e.g. Alun yr Arth, hApos, Campau Cosmig. They also use mainstream apps in Welsh e.g. puppetpals, sock puppets to enhance their learning.

☐

Pupils use word processing programs to complete a range of written tasks using different formats during their Welsh lessons.

☐

A list of suitable Welsh websites is readily available in each class.



GWOBR ARIAN: Targed 7

Enrichment activities

☐

The school annually takes part in the Urdd Eisteddfod stage and / or literary competitions for Welsh learners.

The Criw Cymraeg organise events to celebrate Dydd Gwyl Dewi, Diwrnod Shwmae etc...

☐☐

The school organises Welsh trips e.g. to Llangrannog, Caerdydd Glanllyn, Sain Ffagan etc... to develop pupils use and enjoyment of Welsh.

There is an emphasis on Welsh when creating and selling products for enterprise activities e.g. bilingual Welsh Christmas cards, decorated cakes.

☐☐

The school annually takes in Urdd sport activities.

The school runs a lunchtime or after school Welsh club with a variety of activities.

☐☐

The school regularly invites Welsh speakers into school.

☐

The school organises an annual Welsh Eisteddfod where all singing, recitation and homework competitions are through the medium of Welsh.

☐

The majority of KS2 pupils are members of the Urdd.



GWOBR ARIAN: Targed 8

Developing reading

☐

Pupils have regular guided reading sessions and are encouraged to discuss content. Record of these sessions are kept.

Pupils undertake a range of activities to improve reading fluency and teachers encourage pupils to make good use of reading success criteria cards to peer and self assess.

☐☐

Teachers and classroom assistants have been given training on language needed to facilitate group reading using e.g. Cynllun Colegau Cymru Language Mat.

Year 6 pupils conduct guided reading sessions with younger pupils.

☐☐

Most pupils have a secure grasp of the Welsh alphabet.

Each pupils has an individual Welsh reading book and has a record of books read.

☐☐

Pupils have access to iBooks on school iPads to enhance their learning.

Pupils are able to ask and answer a range of questions about books and express their opinion.

☐☐

The school creates a rich Welsh reading environment e.g.
* school library has a Welsh section
* phrases to discuss books are displayed
* Welsh dictionaries are available.

☐

The school has recently undertaken an audit of current resources and has invested in a good range of current suitable reading books and magazines.



GWOBR ARIAN: Targed 9

Welsh across the curriculum

☐

KS2 teachers regularly make use of factual books e.g. 'Ein Cymru Ni', 'A wyddoch chi?', 'Patagonia', 'Botswana' etc...

☐

KS2 teachers regularly use cross-curricular books e.g. Pod Antur books and DVD clips as a tool for learning aspects of their topic work in Welsh.

☐

Teacher use Welsh across the curriculum key ring cards, posters and language mats to aid pupils to use Welsh across the curriculum.

☐

Bilingual opportunities are included in most lesson plans.

☐

Welsh is clearly visible at an appropriate level on many displays.

Pupils evaluate their work at an appropriate level in Welsh subjects e.g. Art, Design and Technology, Music etc... by using familiar patterns e.g. Dw i'n meddwl bod...

☐

There is evidence of Welsh cross-curricular work undertaken in pupils topic and subject workbooks.

☐

Pupils have a good grasp of subject terminology in Welsh in the majority of subjects across the curriculum.

☐

Aspects of one subject e.g. P.E. or Art is taught through the medium of Welsh in all classes.

☐

GWOBR ARIAN: Targed 10

A positive attitude

☐

Pupils play a variety of games through the medium of Welsh e.g.

- * classroom language games
- * yard games
- * warm up games during P.E. lessons
- * interactive games

☐

Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.

- * Welsh DVDs
- * Welsh TV programmes
- * Jamboree
- * drama workshop
- * arts project

☐

The school has a half-termly evolving evolving graffiti wall where pupils respond in Welsh to a question asked by teachers or the Criw Cymraeg.

☐

Pupils are given the opportunity to use Welsh in a range of real life situations e.g.

- * buying items
- * ordering food

☐

The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.

- * siaradwr y wythnos
- * dosbarth y wythnos

☐

Questionnaire shows that most pupils enjoy learning Welsh.

☐

The school uses a variety of ways to reward children and staff for speaking Welsh e.g.

- * win a place on the Welsh dinner table in the dinner hall
- * tocyn iaith
- * team points
- * certificates

☐

The school has an active Criw Cymraeg which leads on developing Welsh in the school.

☐

Welsh stickers or stamps are used to reward good work. Teachers use a bank of simple marking comments in Welsh.



TARGEDAU Y WOBR AUR



GOLD AWARD TARGETS

GWOBR AUR: Targed 1

Establishing a visual Welsh ethos

☐

Interactive Welsh displays outside classrooms.

Welsh is clearly visible at an appropriate level on many displays.

☐☐

Interactive Welsh display in classroom linked to current topic.

Criw Cymraeg are responsible for creating a termly video message to be displayed in school reception and shared with parents which reports on Welsh activities and the school's progress with the Language Charter.

☐☐

Communal areas reflect a contemporary vision of Wales.

☐

Welsh is prominently displayed around the classroom e.g.
* welcome poster on the door
* nearly all areas named in Welsh
* nearly all materials are labelled in Welsh

Welsh is prominent on the school's website e.g.

- * Welsh signage on school website
- * Links to online activities for parents and children
- * Examples of Welsh activities undertaken in classrooms
- * A list of language patterns relating to current topic studied in each class.
- * News stories including photos and videos of Welsh celebrations and activities
- * Welsh blog

☐☐

Nearly all areas inside and outside of the school have Welsh / bilingual signage.

☐

Parents information board has the weekly Welsh phrase clearly displayed and aims to teach parents Welsh to use with their children.

☐

School's progress in Language Charter's Gold Award is clearly displayed.



GWOBR AUR: Targed 2

The advantages of learning Welsh

☐

Year 6 pupils to create a video similar to the video from the 'Ein Hiaith' resource available on the HWB.

Each class has a take home Welsh initiative mascot whose diary is completed using the HWB platform.

☐☐

Pupils to create a display a community used building e.g. leisure centre, community centre, that promotes the advantages of learning Welsh.

School holds a yearly event where parents are invited to view teachers introducing Welsh activities.

☐☐

Pupils create a pamphlet about the advantages of learning Welsh to be shared with the wider community.

The school has a support and development plan for each member of staff that has attended a Welsh sabbatical to fully utilise their skills.

☐☐

Pupils have independently researched the benefits of learning Welsh and can confidently relay the main message.

The school establishes a link with a Welsh medium school / Welsh stream within a school to participate in some activities through the medium of Welsh.

☐☐

Pupils can confidently sing the Welsh National Anthem and a wide range of traditional Welsh songs.

☐

Cwricwlwm Cymraeg is clearly planned for across all subjects and is a strong feature within the school.



GWOBR AUR: Targed 3

The use of incidental Welsh in the classroom

☐

Teaching staff confidently and consistently use Welsh throughout the day.

Support staff confidently use incidental Welsh throughout the day.

☐☐

Pupils use Welsh incidentally when expressing need using more complex phrases e.g. e.g.

* Ga i newid fy llyfr darllen os gwelwch yn dda?

* Ga i eistedd wrth Sam os gwelwch yn dda?

* Ga i orffen fy ngwaith Celf os gwelwch yn dda?

Support staff confidently use incidental Welsh when working with groups of children.

☐

Teachers use Welsh to communicate with other staff when appropriate.

☐☐

Each class used the 'Helpur Heddiw' initiative in a range of situations throughout the day.

Pupils confidently and consistently use incidental Welsh without being prompted and respond to a range of complex questions and commands in different situations.

☐☐

Teachers and pupils use a range of language patterns during registration e.g. Cwestiynau Cofrestr and reasons for absence.

☐

Teachers write a general marking comment in Welsh in pupils' workbooks in nearly all subjects.

☐

The date is written in Welsh on the whiteboard and in pupils' workbooks in nearly all subjects.



GWOBR AUR: Targed 4

The use of incidental Welsh outside of the classroom

☐

Pupils and dinner staff can confidently and consistently use Welsh in the dinner hall.

☐

Criw Cymraeg have a range of initiatives for pupils to use Welsh independently outside of the classroom.

☐

Criw Cymraeg to work on a range of different projects to promote the use of Welsh outside of the classroom.

☐

Teaching staff and support confidently and consistently use Welsh in a range of situations outside of the classroom throughout the day.

☐

Phone calls are answered in Welsh and answerphone message is bilingual.

☐

Staff and pupils greet, welcome and thank all visitors in Welsh.

The school holds a Welsh enrichment week with a variety of Welsh and Curriculum Cymreig activities throughout the week.

☐

Pupils play yard games in Welsh independently.

☐

Pupils confidently and consistently use incidental Welsh without being prompted.

☐

GWOBR AUR: Targed 5

Welsh in assemblies

☐

Criw Cymraeg are responsible for leading nearly all of the weekly Welsh assembly.

☐

Headteacher and teaching staff greet and use more complex Welsh phrases and questions during every assembly.

☐

Criw Cymraeg introduce and lead the Lord's Prayer in Welsh using a range of more complex phrases in the weekly Welsh assembly.

☐

Criw Cymraeg introduce and lead Welsh hymns and songs using more complex phrases in the weekly Welsh assembly.

☐

Criw Cymraeg choose Welsh songs to be played as children enter and exit the Weekly Welsh assembly.

☐

A weekly Welsh assembly is held and all staff attend.

☐

Criw Cymraeg introduce the phrase of the week in the weekly Welsh assembly and model how it can be used. Children are given the opportunity to practise and exemplify its use.

☐

Criw Cymraeg hand out Welsh rewards in the weekly Welsh assembly.

☐

A moral story is introduced in Welsh in the weekly Welsh assembly.

☐

Classes take it in turns to showcase short dramas, role plays, storytelling during the weekly Welsh assembly.



GWOBR AUR: Targed 6

Apps and websites to enhance learning and enjoyment

☐

Pupils use the HWB platform to complete Welsh homework tasks.

☐

'Ap Geiriaduron' is installed on school iPads and pupils can confidently use it to check spelling and meaning.

☐

Nearly all main oracy activities completed by pupils are showcased in pupils' workbooks using QR codes. QR codes are also used to showcase Welsh work and projects on the school website, newsletter etc...

☐

Pupils create short Welsh video lessons which can be shared with pupils and parents by creating QR codes.

☐

Pupils create iBooks for different audiences.

☐

Pupils to offer short sessions to parents on Welsh apps and mainstream apps that can be used in Welsh.

☐

MKO's (More Knowledgeable Others) teach younger pupils to use Welsh apps and mainstream apps in Welsh.

☐

Pupils use ICT programs e.g. Office 365, Word, PowerPoint, data programs etc... to complete a range of tasks using different formats during their Welsh lessons.

☐

A list of suitable Welsh websites is readily available for each class.



GWOBR AUR: Targed 7

Enrichment activities

☐

The school annually takes part in the Urdd Eisteddfod stage and / or literary competitions for Welsh learners.

The Criw Cymraeg organise events to celebrate Dydd Gwyl Dewi, Diwrnod Shwmae etc...

☐☐

The school organises Welsh trips e.g. to Llangrannog, Caerdydd Glanllyn, Sain Ffagan etc... to develop pupils use and enjoyment of Welsh.

There is an emphasis on Welsh when creating and selling products for enterprise activities e.g. bilingual Welsh Christmas cards, decorated cakes.

☐☐

The school annually takes in Urdd sport activities.

The school runs a lunchtime or after school Welsh club with a variety of activities.

☐☐

The school regularly invites Welsh speakers into school.

The school holds a Welsh enrichment week with a variety of Welsh and Curriculum Cymreig activities throughout week.

☐☐

The school organises an annual Welsh Eisteddfod where all singing, recitation and homework competitions are through the medium of Welsh.

☐

Most members of KS2 pupils are members of the Urdd.



GWOBR AUR: Targed 8

Developing reading

☐

Pupils lead reciprocal reading sessions to discuss, predict and summarise content read.

☐☐

Teachers and classroom assistants have been given training on language needed to facilitate group reading using e.g. Cynllun Colegau Cymru Language Mat.

Pupils undertake a range of activities to improve reading fluency and teachers encourage pupils to make good use of reading success criteria cards to self and peer assess

☐

Pupils create reading material for a range of audiences using a range of mediums.

☐

Nearly all pupils have a secure grasp of the Welsh alphabet.

☐

Each pupils has an individual Welsh reading book, is able to discuss content and has a record of books read.

☐

Pupils create iBooks for different audiences.

☐

Pupils are able to discuss books confidently in Welsh showing an understanding of the main ideas, events and characters and expressing their opinions.

☐

The school creates a rich Welsh reading environment e.g.

- * school library has a Welsh section

- * Welsh book reports are displayed around the school

- * phrases to discuss books are displayed

- * Welsh dictionaries are available.

☐

The school has recently undertaken an audit of current resources and has invested in a good range of current suitable reading books and magazines.



GWOBR AUR: Targed 9

Welsh across the curriculum

☐

KS2 teachers use a range of factual books e.g. 'Ein Cymru Ni', 'A wyddoch chi?', 'Patagonia', 'Botswana' etc... as reading material for group reading.

☐

KS2 teachers have mapped out the use of cross-curricular Welsh resources e.g. Pod Antur across all year groups as a tool for learning aspects of their topic work in Welsh.

☐

Teacher use Welsh across the curriculum key ring cards, posters and language mats to aid pupils to use Welsh across the curriculum.

☐

Bilingual opportunities are included in nearly all lesson plans.

☐

An element of Welsh at an appropriate level is displayed on nearly all classroom topic / subject displays.

☐

Pupils evaluate their work at an appropriate level in Welsh subjects e.g. Art, Design and Technology, Music etc... by using a variety of more complex phrases e.g. Dw i'n meddwl bod..., Yn fy marn i..., Mae'n well 'da fi..., and giving reasons to explain their ideas.

☐

Evidence of Welsh cross-curricular work completed is available in pupils topic and subject workbooks.

☐

Pupils have a good grasp of subject terminology in Welsh in most subjects across the curriculum.

☐

Aspects of two subjects e.g. P.E. and Art is taught through the medium of Welsh in all classes.



GWOBR AUR: Targed 10

A positive attitude

☐

Pupils play a variety of games through the medium of Welsh e.g.

- * classroom language games
- * yard games
- * warm up games during P.E. lessons
- * interactive games

☐

The school has a constantly evolving graffiti wall where pupils respond in Welsh to a question asked by teachers or the Criw Cymraeg.

☐

The Criw Cymraeg distribute rewards in the weekly Welsh assembly e.g.

- * siaradwr y wythnos
- * dosbarth y wythnos

☐

The school uses a variety of ways to reward children and staff for speaking Welsh e.g.

- * win a place on the Welsh dinner table in the dinner hall
- * tocyn iaith
- * team points
- * certificates

☐

The school has an active Criw Cymraeg which leads on developing Welsh in the school.

☐

Welsh stickers or stamps are used to reward good work. Teachers use a bank of simple marking comments in Welsh.

☐

Pupils are provided with a range of audio / audio visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g.

- * Welsh DVDs
- * Welsh TV programmes
- * Jamboree
- * Theatrical experiences
- * drama workshop
- * arts project
- * activities at an adventure centre

☐

Pupils are given the opportunity to use Welsh in a range of real life situations e.g.

- * buying items
- * ordering food

☐

Questionnaire shows that nearly all pupils enjoy learning Welsh.



If you have any further questions please contact:

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