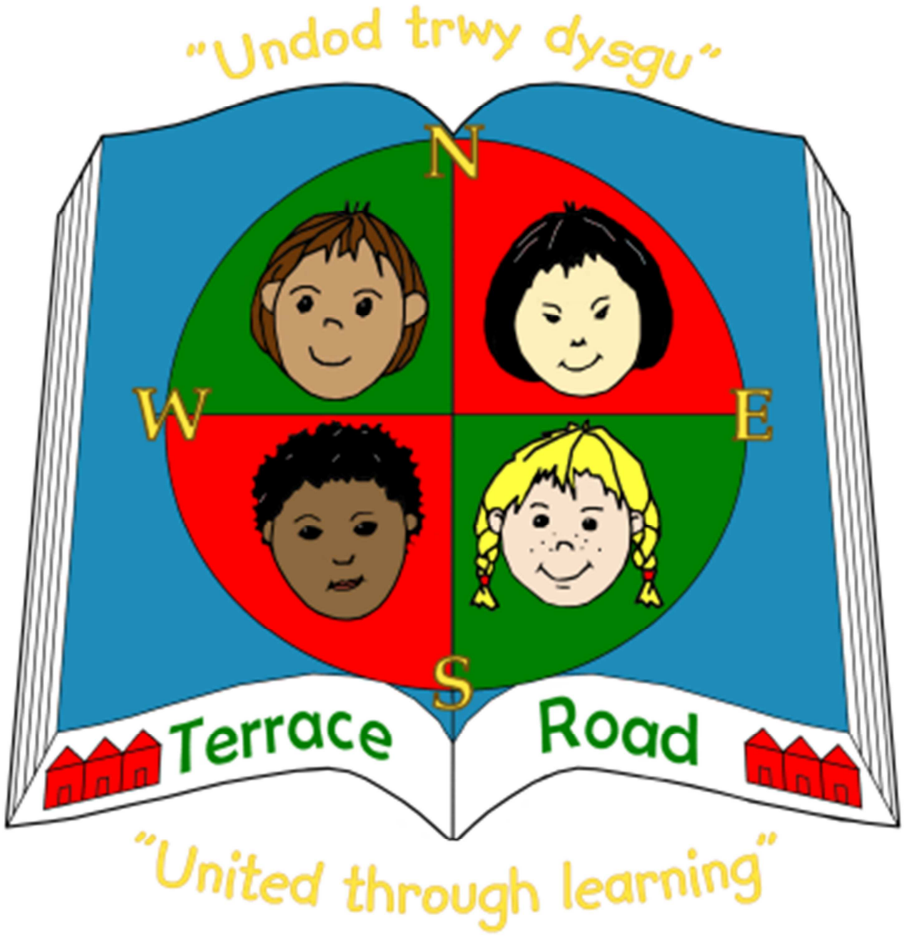
Terrace Road Primary School



Welsh Policy

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INTRODUCTION

In some parts of Wales and in employment the advantages of bilingualism are evident. In the heart of Wales, Welsh is often the natural and preferred language of many people. The ability to use Welsh is the key to participating fully in the Welsh communities and to understanding the customs and history of Wales.

Terrace Road is an urban school situated in the City of Swansea with approximately 230 on role. The children come from a variety of socio-economic backgrounds with a proportion of children from the ethnic minority groups where English is their second language. Seldom, if ever, do we have any Welsh speaking children.

The children's main exposure to the Welsh language and culture comes from the school environment.

Aims

1. To enable the children of this school to communicate simply and effectively in the Welsh language with an increasing level of understanding, confidence and fluency.

2. To enable all the children in the school to gain a better understanding of the Welsh environment in which they live.

3. To continue to develop a Welsh ethos in the school.

Objectives

1. To make Welsh meaningful by reflecting daily events and experiences.

2. To make the learning of Welsh a pleasurable, interesting and lively experience through song, dance, drama and games.

3, To develop an awareness of the cultural heritage of Wales through stories and legends.

4. To ensure progress and continuity throughout the school by using Schemes of Work.

Roles of:

a) the teacher
b) the Headteacher
c) the Co-ordinator
d) the teacher adviser.

Role of the teacher.

- To teach Welsh in accordance with the National Curriculum and be aware of the requirements of good practice outlined by the L.E.A. policy statements.
- To teach Welsh enthusiastically
- To make the learning of Welsh relevant to the children. To encourage the children to converse in Welsh using words, phrases, asking questions.
- To display the written word around the classroom, e.g. labels, weather charts, children's work and books.

- To assess and record the progress of the children.
- To work with colleagues to ensure continuity and progression throughout the school.
- To attend suitable courses.
- To nurture a cross-curricular approach to the teaching of Welsh.
- To make Welsh enjoyable through games, songs, poems, stories, television, etc.
- To advise the Co-ordinator of any difficulties or problems that may arise.
- To seek advice and help from the advisory teacher when necessary making time for her visits and following up the work she may have given.

Role of Headteacher.

- To help create a Welsh ethos in the school.
- To support and encourage teachers in their teaching of Welsh by ensuring the provision of adequate resources wherever possible.
- To encourage class teachers' attendance of suitable courses.
- To discuss future developments with the Welsh Co-ordinator and teacher adviser.
- To attend suitable courses.

Role of Co-ordinator.

- To be responsible for compiling the Welsh Policy after discussion with staff – review policy.
- To catalogue and review resources.
- To encourage and support other members of staff in the teaching of Welsh.
- To liaise with the teacher adviser.
- To establish status for Welsh within the school.
- To attend courses and keep abreast of current developments and report back to colleagues wherever possible.
- To organise an area for the Welsh display in conjunction with the Art Co-ordinator (range of work across as appropriate).
- To ensure continuity of Welsh teaching throughout the school.
- To encourage and advise all members of staff to attend appropriate Welsh courses and with the help of INSET co-ordinator to arrange school based INSET.
- To update staff on latest developments of teaching Welsh throughout the school including record keeping and assessment.
- To nurture a cross-curricular approach to the teaching of Welsh.
- To establish home, school and community links through activities such as celebrating St. David's Day, trips, visits, the Choir performing regularly in Welsh.

Role of Teacher Adviser.

- To give help, encouragement and support to all members of staff at the school.
- To advise teachers, Head teacher and Co-ordinator of any new materials. To update schools on the latest developments or changes in the teaching of Welsh.
- To advise on curriculum and policy matters as and when requested.
- To liaise with the Co-ordinator giving ideas for developing cross-curricular links.
- To arrange and deliver INSET courses.
- To encourage teachers to teach their own classes where possible by giving exemplar lessons to ensure progression.
- To provide each school with 12 visits annually.

- To provide a programme of curricular support with the focus on training rather than on judging the quality of teaching and learning.

Management of Resources.

1. Staff resources (i.e. grid overleaf)
2. Teaching resources (full list of resources is included as an appendix).

Staff need to use packs regularly i.e. Tra'd Moch, Starbec, Pip, Bobol Bach, etc. will either have their own copy or share with colleagues in the same year.

STAFF RESOURCES

NAME OF MEMBER OF STAFF	ROLE IN SCHOOL	ABILITY IN WELSH	COURSES ATTENDED
Dean Phillips	Headteacher	Learner	Up to cam 4 + Y5/6 Language patterns
Peter Owen	Deputy Head Y5/6 teacher	Learner	Cam 1 a 2
Caroline Stone	Y5/6Teacher	Medium understanding	"O" level Welsh Gors Pellach
Susan Davies	Y3/4Teacher	Learner	Cam 1 - 4
Camilla Buckle	Y3/4 Teacher	Learner	Cam 1 a 2
Rhian Williams	Y1/2 Teacher	Medium Fluent	GCSE + A Level
Teresa Stares	Y1/2 Teacher	Learner	Cam 1 a 2
Victoria Austin	Reception teacher	Fluent	Cam 1
Anne Hughes	SENCo + Nursery teacher.	Learner	Cam 1 a 2
Peter James	Support + PPA teacher	Learner	Cam 1 – 5 – O Level
Arwen Roberts			
Angela Davies	EMLAS teacher	Beginner	Cam 1
Yearun Rahman	Bilingual T.A.	Beginner	Everyday Welsh 1
Marie Nicholas	Clerk	Learner	Cwrs Mynediad
Melanie Bridgewater	Teaching Assistant	Beginner	Everyday Welsh 1
Eileen Davey	Teaching Assistant	Beginner	Everyday Welsh 1
Nicola Davey	Teaching Assistant	Beginner	Everyday Welsh 1
Charlotte Dowle	Teaching Assistant	Beginner	Everyday Welsh 1
Shan Driver	Teaching Assistant	Beginner	Everyday Welsh 1
Sheryl Godsall	Teaching Assistant	Beginner	Everyday Welsh 1
Emma Harris	Teaching Assistant	Beginner	Everyday Welsh 1
Lorraine Harry	Teaching Assistant	Beginner	Everyday Welsh 1
Diane Holland	Teaching Assistant	Beginner	Everyday Welsh 1
Sian Jones	Teaching Assistant	Beginner	Everyday Welsh 1
Debbie Knox	Teaching Assistant	Beginner	Everyday Welsh 1
Kelly Pountain	Teaching Assistant	Beginner	Everyday Welsh 1
Donna Rees	Teaching Assistant	Beginner	Everyday Welsh 1
Christine Watts	Teaching Assistant	Beginner	Everyday Welsh 1
Karen Bowles	Teaching Assistant	None	None
Mark Cosgrove	ICT support	None	None
Janine Evans	Teaching Assistant	None	None
Tracy Heard	Teaching Assistant	None	None
Sian Jones	Teaching Assistant	None	None
Rahima Khatun	Teaching Assistant	None	None
Ian Parkhouse	Site Manager	None	None
Gethin Squire	Teaching Assistant	None	None

SUMMARY OF SCHEMES OF WORK

EARLY YEARS

Work at early years level is based on everyday Welsh, simple words, phrases and songs for nursery. Resources such as the Joio Dan 5 books and songs are used to support language taught. ICT materials from NGfl Early Years website are also used. At Reception level a series of books, songs tapes and games including a CD Rom – Tedi Twt , Astoantics and Flic and Flac are used to teach Welsh.

KEY STAGE.1

Work at Infant level is based on a series of colourful books and activities recommended by St Helen's Language Centre, Swansea – Tedi Twt a Doli Glwt, Flic an Flac and Dewi Dinosor and CD Rom

Everyday Welsh is promoted through Reading Books, Songs, Hymns, Rhymes, Games, Computer Astoantics, and audio-visual materials.

KEY STAGE.2

Work at Junior level is as follows:

YEAR 3

Year 3 is based on three "Pip" adventure stories and activities from the l.E.A. together with appropriate worksheets and assessment guidelines. Also Bwgan Brain a package prepared by the Welsh Advisory team in the Counties of Rhondda Cynon Taf, Merthyr, Caerffili and Penybont. It is ideally suited to year 3 / 4 pupils who will have already gained a knowledge of the language in Key Stage 1. The video forms the centrepiece of the package and is used in conjunction with the Teacher's Handbook and worksheets to develop reading and writing skills plus conversation and role-play sheets to reinforce the oral work.

YEAR 4

Year 4 uses the Mid-Glamorgan teaching video "Stabec" with appropriate activity worksheets assessment and differentiated worksheets based on the video are provided by the L.E.A.

YEAR 5/6 – Cycle A

Pupils follow the video 'Bobol Bach' which is a series of 8 programmes used in a rolling programme. This is accompanied by interactive whireboard activities which consolidates oral work done in class and encourages the children to practice language patterns. In the Summer Term a bridging pack of work ' Pecyn Pontio' is completed.

YEAR 5/6 – Cycle B

Year 5 use "Tra'd Moch", a series of cartoon-style stories about four children their own aged based on the video "Bobol Bach". It consists of four cartoons, stories, activities, worksheets and tapes. This work will concentrate on developing independent readers. Each of the four packs includes 30 books, which will give every child the opportunity to have their own reading book. They can follow the text while listening and respond to the text by asking and answering questions.

Methodology and Time Allocation

Experience.

- Welsh will be taught in accordance with the National Curriculum. Welsh should be taught by a cross curricular approach.
- Use of media e.g. T.V. and radio programmes.
- Must be broad and varied, balanced.
- Stimulating topics and interesting materials should be used to encourage children to communicate with each other through the medium of Welsh in the three attainment targets – Oral; Reading; Writing.
- Oral work should be planned.
- The recommended amount of time which should be given to Welsh as outlined in the final report of the Curriculum Council for Wales by the Secretary of State, December 1993 is 54 hours a year, approximately 1 hour 10mins a week at both Key Stages.
- Must be differentiation:- Provision should be made for: Age and Ability.
- Children should be given an opportunity to work as a class, in groups, in pairs and with adults.
- Children should extend their linguistic ability in Welsh as they progress through the Primary school. They should be encouraged to develop new sentence patterns and extend their vocabulary and use different tenses and persons of the verb in a variety of situations.
- Welsh is used in class and school assemblies.
- Welsh reading books should be included in the reading Corner.

An assessment in Year 6 this year included levelling work in oracy, reading and writing. Emphasis has been placed on developing strategies to encourage these skills in particular in Year 6. It is intended to develop these skills and strategies across the whole key stage in future.

Everyday Welsh

- The importance of using the language naturally in the everyday life of the school should be emphasised at all times.
- Welsh should be used in such a way as to ensure that the children hear the language as a natural part of school life.
- Teachers and children should be encouraged to use Welsh to greet visitors to the school and to answer and convey simple messages.
- All teachers should be encouraged to use Welsh at every opportunity. Use of greetings, commands and instructions can be made to address individual children, groups, whole classes and whole school gatherings, e.g. Assemblies.
- All classes should be encouraged to use ‘ Helpwr y Dydd’, and to use ‘Mae hi’n Amser’ and weather charts daily.

I.C.T

Pupils should be given opportunities, where appropriate in their study of welsh as a second language to develop and apply their I.C.T skills to obtain, prepare, process and present information and to communicate ideas with increasing confidence.

Assessment and Recording.

Teacher Assessment is in line with whole school policy on Assessment in the Foundation Phase and Key Stage 2 until statutory guidance changes. This is done by gathering of information /evidence about pupils' work from various contexts and .based on definite criteria such as the Foundation Phase skills and Level Descriptions of NC. The evidence to includes examples of written work at a variety of levels, taped reading, conversations, dialogues, and Video evidence of children performing. Reports of children's progress and achievements in Welsh are written for parents on an annual basis.

Key Skills.

Key Skills will be developed through welsh in accordance with NC orders. All lessons develop language, and there will be emphasis on correct spelling, pronunciation, and sentence construction. Pupils could count in welsh and sort by colour and shape thereby developing mathematical skills through the medium of welsh. ICT skills will be developed to obtain, prepare, process and present information in order to support and enhance the teaching of Welsh as a Second language.

A Welsh Ethos.

The pupils are made aware that Wales has its own language and culture in accordance with the 'Curriculum Cymreig'.
A prominent place will be given to Welsh in visual form around the school.
Welsh hymns and song to be taught included in Assemblies and Concerts throughout the year.
Welsh should be fun (Welsh games should be available).

Special Events.

Every year the school will hold a Welsh day in honour of Saint David. The day could include an Eisteddfod and or Assemblies taken by different classes and will contain:-
Poetry, Songs, Drama, Sketches and Dance, where possible through the medium of Welsh.

The teaching of the National Anthem is very important.
During Welsh day the children will study different aspects of our Welsh culture, stories, customs and art.

Special Needs.

All children are entitled to a Welsh language education unless it states on a Special Needs statement that they are disapplied. We aim to address the needs of all the children.

Links with parents and the Community.

- Parents are aware of the developments in Welsh throughout the school.
- Parents who are enthusiastic to learn the language are offered information about Welsh classes in the area.
- Biligual visitors are invited to the school where possible.
- The use of Welsh in the community is highlighted to the children, e.g. bilingual signs in the supermarkets, road signs, T.V. programmes, etc.
- Story sacks can include Welsh ie Tedi Twt Story Sack for use in Reception.

Monitoring and Review.

This policy is a working document and is open to regular review by the coordinator. Any suggested amendments arising from this policy will be presented to governors for discussion at their first meeting following this review.