

Bilingual Policy

Policy Dwyieithrwydd

At Ysgol Maesteg, we believe all students are entitled to learn about our language, culture, and heritage. We pride ourselves on providing opportunities for active learning through experiential learning, story and as children develop, through more structured activities which are relevant and realistic, to acquire sufficient familiarity with Cymraeg to encourage students to develop further language learning skills for life.

Our aim is to develop students' confidence and competence to understand and use Cymraeg to express their feelings, thoughts, and imagination. We aim to ensure they acquire positive attitudes toward Cymraeg and bilingualism and that this promotes tolerance to other cultures and other languages.

Cymraeg is an established part of school life at Ysgol Maesteg. It is strongly embedded in the school ethos and is used by both staff and students. Through the progressive development of students' skills in oracy, reading and writing, positive encouragement from each other and adults around them, children are encouraged to use Cymraeg both in lessons and out of lessons.

At Ysgol Maesteg, we aim to:

1. Stimulate students' **curiosity**, interest, and enjoyment to encourage feelings of belonging and a sense of heritage, roots, and community.
2. Support and encourage students to gain bilingual competence, taking account of age and ability.
3. Offer a path into cultural and social opportunities; literature, music, film, television, theatre, trips and visits and the richness of diverse cultures.
4. Support an understanding of the Cymraeg culture – Y Cwricwlwm Cymreig, and promote better understanding of others.
5. Encourage students to see differences between people as positive rather than threatening.
6. Develop students as ethical, informed citizens who are knowledgeable about their culture, community, society, and the world now and in the past.
7. Develop students so that they are ready to be citizens of Wales and the World.
8. Develop students as ambitious, capable learners who can communicate effectively in different forms of settings in both Cymraeg and English.
9. Develop learners so that they are ready to learn throughout their lives. Teaching and Learning Style We believe students should acquire and absorb Cymraeg through a holistic approach to learning.

Our principle aim is to develop students' skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs, and allowing for spontaneous developmental opportunities when they arise. Teachers identify and use effective strategies for using language as a 'tool' for learning, creating opportunities for practical and purposeful language use. We aim to ensure learning is exciting, challenging, and creative, and that learners understand what they need to do to improve and how they can do this.

Hearing and understanding are the first steps towards acquisition of any language. Teachers and support staff model correct pronunciation and appropriate intonation incidentally, through stories, rhymes, and songs, in role-play and in other experiential learning situations. Students are encouraged to use Cymraeg incidentally as a form of communication throughout the day. We recognise all students are different and provide suitable learning opportunities for all by matching the challenge of the activity to the needs / ability of the child. We achieve this through a range of strategies taking account of all learning styles and extending students' thinking skills, providing opportunities for children to plan, develop and reflect on their own learning through the organisation of their learning. We encourage students to learn collaboratively and take ownership for their own learning with adults facilitating this, willing to learn alongside. Core Cymraeg is taught to all students at Ysgol Maesteg in KS3. All students study Cymraeg to GCSE level.

Core Cymraeg is planned to build upon students' prior learning. Whilst there are opportunities for students of all ability levels to develop their skills, knowledge and understanding, there is planned progression built into the schemes of learning, so that students are increasingly challenged as they develop. Planning takes account of key skill development, including the development of students' thinking skills through a variety of problem solving and investigational experiences. Students' familiarity with Cymraeg is promoted through use of incidental Cymraeg by staff and peers. Models of good language are used and always displayed.

Core Cymraeg is developed with all students, whatever their ability. It forms part of a broad and balanced education for all. Learning opportunities are matched to the needs of all students to include challenge and support for our most and least able. When necessary, these take account of any relevant targets set for individual children in their Individual Development Plans (IDPs.) Equity is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy, and maternity or on the grounds of Cymraeg language. All students, their parents and guardians, volunteers, staff, and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment, or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming, and inclusive.

Curriculum Cymreig opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical, and linguistic characteristics of Wales. Departments are responsible for ensuring opportunities are offered to students to learn about Cymraeg history, language, and culture. Students also participate in our annual Eisteddfod and make residential Cymraeg cultural visits.

Teachers assess students' progress in Core Cymraeg by making judgements as they observe them participating in activities and by looking at their written work. These are recorded as part of on-going formative assessment by the Cymraeg Department. On a termly basis teachers make a judgement against GCSE grade descriptors. These records also enable the teacher to make an annual assessment of progress for each student, as part of their annual report to parents. Assessment information is passed on to the next teacher at the end of each year.

There are a range of resources to support Cymraeg across the school and this is being developed further. These are housed in learning areas and in central resource areas. Library areas house a range of books to support students' individual research.

Monitoring and Review: Monitoring the standards of learning and the quality of teaching in Cymraeg is the responsibility of the Core Cymraeg Head of Department. The work of the Head of Department also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for this learning area within the school. The Head of Department consults with the Headteacher and indicates areas for improvement. This is recorded on our School Improvement Plan, Self-Evaluation Report, and the Cymraeg Department Development Plan.

