

Aberdare Community School Ysgol Gymunedol Aberdâr



Bilingualism & Cwricwlwm Cymreig - Policy

Date Adopted	21 st September 2022
Signature of Headteacher	<i>Carol Morgan</i>
Signature of Chair of Governors	<i>J. R. R. R.</i>
Date to be reviewed	September 2023

The Welsh Government publication “The Learning Country: Vision into Action” outlines the strategy and priorities to make their vision for education a reality. Aberdare Community School is committed to participating in the Welsh Government initiative “Iaith Pawb”.

Together, the school is committed to encouraging continuous contact with the Welsh Language and culture. Both the staff and governors recognise the importance of preparing our learners for a future in a rich and varied bilingual, modern day Welsh society.

In all key stages, the school aims to integrate the teaching of ‘Y Cwricwlwm Cymreig’ and follow the advice of the National Curriculum document that “learners should be given the opportunity to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales”

Aberdare Community School believes that these principles form an integral part of our teaching not only because of its inclusion in the National Curriculum document but also because it makes sense to combine the teaching and learning with an appreciation of the learners’ own culture.

All learners have an entitlement to ‘Y Cwricwlwm Cymreig’ and should be given opportunities to understand and discuss its relevance and acquire attitudes in formal lessons, in informal situations, during pastoral time and whilst taking extra-curricular activities. The aim is to raise standards by creating a real and relevant teaching and learning environment.

General Aims

To develop a Welsh ethos within the school and to ensure that learners in the school are aware of:

- Welsh Culture
- The Welsh language as an aspect of their everyday life
- Unique Welsh aspects in their society and education

Objectives

To ensure that:

- Events of a Welsh character are an integral part of school life
- The Welsh language is visible as a relevant and natural means of communications throughout the school

- That the curriculum of a whole school reflects an awareness of the Welsh dimension

Promoting Welsh and bilingualism amongst learners

In order to achieve this, it is important that the school endeavours to:

- Hold an Eisteddfod in the summer term during the school day in an appropriate location and venue
- Include Welsh language and culture themes in assemblies where appropriate
- Hold regular clubs/societies during and after school, which may include the Urdd club
- Hold celebratory events for important Welsh culture days such as Dydd Shwmae / Su'mae, Dydd Miwsig Cymru and St. David's Day
- Send learners on trips to enhance their experiences and understanding of Welsh language and culture, to places such as:
 - Llangrannog (Year 7)
 - Disneyland Paris Welsh Festival (Year 8)
 - Glan-llyn (Year 9)
 - Cardiff University (Years 10, 12 and 13)
 - Swansea University (Years 12 and 13)
 - Ogmore, Southerndown and the Brecon Beacons in collaboration with relevant departments, e.g. Geography
- Give learners opportunities for visits to:
- Welsh medium concerts and plays
- National Museum of Wales venues at Cardiff and Swansea
- Establish a Pupil Leaders of Welsh group whereby learners are selected through an application process to help inform decisions made regarding bilingualism and to help promote the profile of Welsh throughout the school
- Promote the use of 'Siarad Cymraeg' SEREN points as an incentive for learners to use Welsh around the school and in lessons, with rewards being given to learners every half term for achieving the highest number of Siarad Cymraeg SEREN points
- Update social media accounts such as Twitter, Instagram and Facebook regularly to promote the profile of Welsh within the wider community
- Ensure that learners answer the register in Welsh in all lessons with the exception of MFL

- Ensure that learners write 'Gwaith Dosbarth' and the date in Welsh in all lessons with the exception of MFL and English
- Hold Welsh language and culture activity sessions during Year 6 Transition Days
- Apply for the Cymraeg Bob Dydd funding scheme for a set amount of yearly funding which can be used to promote the Welsh language and bilingualism and provide learners with opportunities to enhance their understanding and enjoyment of Welsh language and culture
- Collaborate to enhance the House system that is currently in place, whereby learners (and staff) are designated different Houses from Year 7 according to form group. House points can then be awarded to learners as an incentive for contributing to school life and culture, e.g speaking Welsh, partaking in sporting events, concerts and other extra-curricular activities, participating in Eisteddfod and Sports Day. This could introduce a competitive element to essential school events and strengthen the 'community' feeling within the school

Promoting Welsh and bilingualism amongst staff and around the school

In order to achieve this, it is important that the school and its staff endeavours to:

- Promote a Welsh Phrase of the Week / Cymraeg yr Wythnos to be used by learners and staff. Posters must be displayed in all classrooms and updated weekly. A weekly PowerPoint will be emailed out on a Monday with the phrase and a reminder for staff to update posters. Staff should refer to this with learners in pastoral time and where relevant
- Provide staff with a Welsh language training session during the autumn term, after which staff will be provided with a list of incidental Welsh phrases and subject-specific vocabulary to be used within lessons
- Greet learners and each other in lessons and around the school using 'Shwmae', 'Bore da' or 'Prynhawn da'
- Organise and attend celebratory staff events for important Welsh culture days such as Dydd Shwmae / Su'mae and St. David's Day
- Start emails in Welsh using 'Bore da' or 'Prynhawn da'
- Refer to the school as 'Ysgol Aberdâr' in meetings, assemblies, PowerPoints etc.

- Identify Welsh-speaking staff via lanyards and social media posts and establish a Microsoft Teams group for these members of staff to collaborate regarding bilingualism and Y Cwricwlwm Cymreig
- Establish a half termly 'Seren Staff' whereby learners nominate members of staff for speaking Welsh, with the staff member with the most nominations receiving a reward. The aim of this is to be an incentive for staff to speak Welsh, as well as enhancing pupil voice and leadership
- Ensure that all signs throughout the school are bilingual
- Ensure that displays around the school have bilingual headings
- Use bilingual letterheads for all communication outside the school and ensures that correspondence through the medium of Welsh is available on request
- Ensure that people telephoning the school are greeted bilingually using: 'Bore / Prynhawn da, Aberdare Community School'

Y Cwricwlwm Cymreig

The school should ensure that all departments reflect an awareness of the Welsh dimension in their curriculum provision in their lessons and in extra-curricular activities where relevant.

As mentioned above, all departments, with the exceptions of MFL and English, should ensure that learners write 'Gwaith Dosbarth' and the date in Welsh in lessons. When marking, formative comments in Welsh could be used in line with departmental marking policies.

History may wish to undertake the following:

- Year 7 study may include: Edward I and Wales, Welsh castles, Gerald of Wales and his recruitment of people for the Crusades, Welsh heritage of the Tudor family, letter to Senedd assessment.
- Year 8 study may include: Impact of Industrialisation on Merthyr, Welsh passengers on Titanic, letter to Senedd assessment, Wales and World War One, research tasks on family members involved in WW1.
- KS4 and 5 study may include: Welsh examples covered by WJEC exam specifications.

Music may wish to undertake the following:

- Year 7 study may include: Sospan Fach (Vocal and Instrumental Performance/Arrangement) and Y Crwtyn Llwyd (Instrumental Performance)
- Year 8 study may include: study and performances of Delilah (Tom Jones), Calon Lan and Hen Wlad fy Nhadau
- KS3 and 4 study may include: study and discussion of idiomatic instrumentation, rhythms and melodic characteristics of a diverse range of specifically Welsh with exemplar listening ranging from Male Voice Choirs to Brass Bands to Classical Welsh artists (Grace Williams, Alun Hoddinott, Karl Jenkins), Folk Music (Ar Log, Buchedd Garmon) Jazz and Pop/Rock (Cŵl Cymru, The Stereophonics, The Manic Street Preachers, Super Furry Animals, Catatonia) as well as Welsh language pop/rock and rap music

English may wish to undertake the following:

- Year 7 study may include: extracts from Y Mabinogion within a 'Myths and Legends' unit
- Year 8 study may include: travel writing about haunted locations in Wales such as Llancaiach Fawr within an 'On the Edge' unit
- KS4 study may include: Wales as a specified WJEC Unit 1 theme of study including persuasive speech and an exam paper, as well as looking at Welsh identity through poetry analysis, stereotypical representations in the media and tourist brochures.

Geography may wish to undertake the following:

- Year 7 study may include: study of Aberdare within the unit 'Our Place' looking at religions, population growth from the census and constructing a historical timeline of the Cynon Valley over the past 2000 years
- Year 8 study may include: study of rainforest climate and comparison with climate of Aberdare within 'Tropical Rainforest's unit, as well as discussing how to improve carbon neutrality in local area within 'Climate Change' unit
- KS4 study may include: case studies for the UK based on Wales, with rural studies looking at issues like digital deprivation in Wales, issues with transport in Cardiff, etc. Also, tourism in the Brecon Beacons and the impacts of this on Pen y Fan may also be discussed
- KS5 study may include: studying issues in Wales within the 'Changing Population' unit such as the regeneration of Cardiff Bay, the new 'Internet Coast' at Swansea Bay, rural issues facing Wales in the 21st Century etc.

PE may wish to undertake the following:

- KS4 study may include: referring to and using Welsh sportspeople such as Gareth Bale, Geraint Thomas etc. to highlight certain aspects of the course such as technique when studying theory.

MFL may wish to undertake the following:

- KS3 study may include: making comparisons to Welsh numbers and position of adjectives, opportunities to compare Welsh language, culture and community with that of France, opportunities to compare Welsh towns and schools, researching a Welsh person of learners' own choice and producing written work in target language on said Welsh person, producing a weather forecast for Wales in target language.
- KS4 study may include: further opportunities to compare Welsh culture, language and community with that of France, and opportunities to discuss and write about different aspects of Welsh life and culture including area, transport, festivals, customs and traditions, school, food and drink, social issues and environment

Science may wish to undertake the following:

- KS3 study may include: the study of organ donation and Wales' 'opt out' system, mining in Wales and the need to find alternative energy resources to coal, wind farms in Wales and the Welsh coast, the study of Cardiff Bay barrage, Clogau gold and the extraction of metals.
- KS4 Biology study may include: studying competition between squirrels in Anglesey, adaptations of Welsh animals to their environment, biodiversity in Wales
- KS4 Chemistry study may include: the study of extracting iron using the blast furnaces in Port Talbot and Llanwern steelworks, the study of sources of water and the flooding of Capel Celyn to supply water to England
- KS4 Physics study may include: the study of generating electricity using Wind Farms and learning about Aberthaw Power station and hydroelectricity in Llys y Fran

Art may wish to undertake the following:

- KS3 and 4 study may include: the study of different Welsh and residential artists such as Nathan Ford to foster local and national links through interpreting his townscapes and portraits and how they portray Welsh culture and people
- KS4 study may include: visiting the National Museum of Wales to generate ideas for the exam

Technology may wish to undertake the following:

- KS3 and 4 study may include: the study of Welsh designers such as Julien McDonald and Laura Ashley and their influence on the fashion industry and Welsh heritage, the study of Welsh chefs and their backgrounds whilst researching their recipes, and the study of Welsh recipes for dishes such as Shepherd's pie, Welsh cakes, Welsh rarebit and cawl

RE may wish to undertake the following:

- KS3 study may include: studying religious ceremonies in Wales, e.g how Ramadan is celebrated in Wales, places of worship in Wales and within the local area, case studies of organ donation in Wales when discussing life and death and good and evil
- KS4 study may include: studying human rights and specifically looking at case studies of slavery, racism and freedom fighters within the UK and particularly Wales

Welsh Baccalaureate may wish to undertake the following:

- KS4 study may include: Welsh links where appropriate within controlled assessment research tasks and the use of resources provided by WJEC

Media Studies may wish to undertake the following:

- KS4 and 5 study may include: the study of TV programmes based on Wales and Welsh culture, including Gavin and Stacey, Hinterland and the Welsh language version Y Gwyll, looking at how Welsh people, language and culture is represented. The Welsh film industry is also studied, including films that are created in Wales such as Don't Knock Twice, Y Llyfrgell / Library Suicides and The Machine.

Across all subject areas there is an expectation that the Welsh dimension will be reflected and actively sought in the schemes of work that are produced by departments and that this will be closely monitored and shared between departments via Leaders of Learning.

Responsibilities, Method of Delivery and Monitoring

Responsibility will lie with Leaders of Learning in conjunction with the Deputy Leader of Learning for Welsh and specified member(s) of the SLT for the implementation and monitoring of this policy and its various elements. Each department may wish to nominate, as appropriate, a member of the team to take responsibility for this aspect of the curriculum and their contribution towards ensuring its implementation in the school.

Training and support

The Leadership Team is committed to ensuring that appropriate training and support is provided within the constraints of the school's budget.