



## Bilingualism Policy

**Review date September 2024**

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Signed	Date
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Chair of Governors		
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Headteacher		
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NASUWT		
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Designated SLT		
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Designated Governor		
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## **Bilingualism Policy – Cyfarthfa High School**

Cyfarthfa High School is a Rights Respecting School. We recognise the importance of ensuring that the United Nations Convention of the Rights of a child is fully taken into account in policy and planning.

**Article 29** –Education must develop every child’s personality, talents and abilities to the full.

### **Introduction**

Welsh language teaching has a respected tradition at Cyfarthfa High School. It is taught as a second language to all pupils from age 11-16 as part of the national curriculum. We believe undoubtedly that learning the language is an innate part of promoting a sense of pride in roots and heritage. As well providing an important career asset it is our responsibility to equip pupils with the skills to flourish within a modern bilingual country. The foundation of our bilingualism policy at Cyfarthfa therefore is our support as a school for the Welsh National Assembly’s principles laid out in the “Iaith Pawb” document. This national strategic action plan states:

“The Welsh language belongs to everyone in Wales, be they Welsh speakers or non-Welsh speakers” and the belief in the educational value of acquiring two languages. Iaith Pawb also highlights the crucial role played by education and training in realising the aspirations of the Assembly for a bilingual Wales. We also fully support the use of the School Effectiveness Framework to further promote and develop a wholly bilingual Wales.

### **Philosophy**

We aim therefore, to provide opportunities for every pupil to develop confidence in communicating in both English and Welsh and that they have an appreciation of the cultural heritage of Wales. We aim therefore to establish an enjoyable ethos to the school and to the use of Welsh within it. We hope to ensure that pupils can leave the school with a pride in their identity and a perception that bilingual activities are open to them should they choose.

We also believe that the philosophy of equal opportunities must underpin our teaching, that each child regardless of ability has equal access to the Welsh curriculum. We believe that pupils of all abilities can achieve their own levels of proficiency in both languages.

### **Linguistic and Cultural Considerations**

Whilst Merthyr has its distinctive cultural and linguistic traditions, the predominant language in the community is English and therefore geographical and linguistic factors must be taken into consideration when implementing an effective language policy. We also

consider the linguistic experience of pupils in our feeder primary schools and their linguistic starting point.

We acknowledge the need for additional support or special consideration for pupils who are latecomers to Cyfarthfa High School, particularly those who have not studied Welsh as a subject before, pupils officially assessed to be suffering from learning difficulties and where concentration on developing their first language is more essential and also, the number of overseas pupils for whom the first language is neither English nor Welsh. Although it is important to reinforce the main language of communication for these pupils, we can still give them a positive experience of Welsh language and culture to equip them for an increasingly bilingual society.

### **Aims**

We aim to provide opportunities for every pupil to develop confidence in communicating in both English and Welsh and to develop an appreciation of the cultural heritage of Wales through the following:

- Developing and extending pupils' ability as speakers, listeners, readers and writers of the Welsh language
- Enhancing and encouraging pupils' competence and confidence in the use of Welsh in other curriculum areas.
- Using bilingual opportunities and experiences to enhance the quality of teaching and learning
- Providing opportunities for pupils to use Welsh inside and outside the classroom.
- Providing support for the teaching and learning of the Welsh language in a variety of practical ways for students and staff.
- Encouraging a cultural identity and Welsh ethos to the school.
- Working in partnership with our cluster primary schools to develop pupils' bilingual skills across the key stages.

### **Strategies:**

Detailed, structured plans to develop bilingualism across the school are incorporated into the School Improvement Plan. These plans build on the National Assembly's strategic plan for Bilingualism and the framework for inspecting bilingualism as outlined by Estyn.

### **The Curriculum**

- Welsh is taught as a second language to all pupils in years 7 – 11
- All pupils have the opportunity to attain a Welsh qualification by sitting a Welsh GCSE examination at age 16.
- All subject areas should contribute to reinforcement of the oral language through

topics within the curriculum wherever practically possible. Schemes of work

highlight opportunities to develop Curriculum Cymreig and Iaith Pawb.

- Welsh is used in as many cross-curricular areas as practically possible, in order to increase the opportunities for incidental use of the language.

### **Extra-Curricular**

- Staff and pupils are encouraged to use Welsh to greet visitors to the school and staff are encouraged to use Welsh at every appropriate opportunity. This includes the use of greetings, commands and instructions to address individual children, groups, whole classes and whole school gatherings.
- Welsh should be used in school assemblies as frequently as possible.
- There are residential Welsh language opportunities for all pupils at the Urdd camps in Llangrannog and Glan Llyn.
- St David's Day celebrations and a lower school eisteddfod are annual events in the school calendar.
- There are links with local Urdd officers and Canolfan Gymraeg Merthyr to offer further extra-curricular Welsh activities including Welsh transition days, language workshops and cultural visits and trips.

### **Welsh as a medium of communication in the administration and day-to-day life of the school**

- Students have incidental language in their planners to reinforce informal use of the language around the school
- Staff are provided with a glossary of incidental classroom language, key words and phrases to be used.
- There is a "Welsh Phrase of the Week" for use by staff and pupils should also be encouraged to use the phrases.
- Key words should be used in Welsh as well as English on displays wherever possible. Therefore, signs around the classroom and school are also encouraged to provide pupils with visual forms of Welsh and as aide memoir for staff.
- Bilingual headings should be developed in school communication such as stationery, welcoming visitors and websites.

### Workload Impact Assessment

<b>Policy name:</b>	
<b>Date of assessment:</b>	<b>September 2020</b>
<b>Assessed by:</b>	

The policy complies with and is consistent with the teachers' contractual entitlements.	
The policy and any related procedures were introduced following full consultation with the each union.	
The policy and any related procedures include a specific statement regarding workload impact.	
The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.	
The impact of the policy and related procedures is that they have not added additional hours of working	
The policy does not duplicate any other existing policy.	
All policy has been reviewed in order to access whether any outdated and unnecessary.	
The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.	
Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions.	
All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.	
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.	