

TASKER MILWARD VC SCHOOL

POLISI CWRICWLWM CYMREIG POLICY

<u>Issue</u>	<u>Author</u>	<u>Date of Issue</u>	<u>Date approved by Governors</u>	<u>Comments</u>
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1. Rationale of The Cwricwlwm Cymreig at Tasker Milward School

- In accordance with the statutory requirements and distinctive nature of the School Curriculum in Wales Tasker Milward School acknowledges that : -
“Pupils should be given opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.”
(Common Requirements of the School Curriculum in Wales)
- It is recognised that pupils in Tasker Milward School share a common experience of living and learning in Wales. Therefore, helping them understand the distinctiveness of life in Wales with its plurality and diversity in the 21st century, should develop a sense of unity and belonging along with a confidence in their own identity. This deeper awareness of their own environment should help prepare them to be actively part of the wider international community.
- In implementing the Cwricwlwm Cymreig policy, Tasker Milward School makes reference to five key areas as recommended by the ACCAC : -
 - Cultural – celebrating the distinctive cultures, languages and traditions of Wales while respecting the values of other cultures.
 - Economic – understanding the role played by Welsh industry and agriculture in shaping the economic, political and cultural character of Wales.
 - Environmental – learning about the relationship between the environment and the people of Wales and the effect this has on Welsh life today and in the past.

- **Historical** – understanding how lives and localities have been shaped by the past through learning about the history of Wales, it's political, economic social and cultural aspects.
- **Linguistic** – Using the Welsh language with access to all.

2. Aims & Characteristics

Aims

The school aims to:-

- give pupils a sense of place and heritage
- give pupils a sense of belonging
- help pupils become aware of the part played by language and literature and the history and life of Wales
- give pupils an awareness of the creative and expressive arts in Wales
- give pupils an awareness and understanding of the factors which have shaped the religious beliefs and practices of people in Wales
- give pupils an awareness of contemporary issues as they affect Wales.

Characteristics

The main characteristics include: -

- The provision for the teaching and learning of the Welsh language.
- The inclusion of aspects of the curriculum which are distinctive to Wales in all subjects.
- A general “Welshness” of pupils’ learning experiences.
- A focus on fieldwork which uses real examples and so naturally includes aspects of the Cwricwlwm Cymreig .
- The promotion of extra – curricular and community – based activities which can, therefore, help positively deliver the Cwricwlwm Cymreig. (These could include theatre visits, concerts, sporting events and community – focused charity activities).
- The involvement, through school – based activities, with outside organisations such as the Urdd which promote a sense of Welshness and belonging and acknowledge continuity and change as seen in contemporary Welsh society.

3. The Role of Leadership, Management & Staff

SENIOR LEADERSHIP TEAM : -

- Be pro – active in promoting and supporting the inclusion of the Cwricwlwm Cymreig in all aspects of school life.
- Ensure that staff are made aware of the distinctiveness of the National Curriculum in Wales and through various means such as inclusion in induction programmes for new staff, inset and training days.
- Encourage a bilingual use of the languages native to Wales in and around the school – (notice boards, signs, letterheads, use of incidental Welsh amongst staff and pupils)
- Support cultural, sporting, fieldwork and creative activities.

- **Ensure the learning of the Welsh language is accessible to all**
- **The distinctiveness of life in Wales and how this can relate to the wider international community.**

HEADS OF YEAR / PASTORAL :-

- **Help create an ethos of unity and belonging by promoting the distinctiveness of life in Tasker Milward School and relate this to life in wider community - Wales and beyond.**
- **Encourage and incorporate the use of incidental Welsh language wherever possible e.g. instruction/commands and interaction with pupils, use in assembly and any other public gatherings, notice boards and on achievement certificates.**

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HEADS OF DEPARTMENT :-

- **Ensure that aspects of the Cwricwlwm Cymreig are included in the schemes of work.**
- **Where possible use examples sourced from Wales when illustrating points of interest within the subject areas (e.g. prominent features of life in Wales – geographical, historical cultural, prominent figures in all walks of Welsh life – politicians, industrialists, historical figures, pop and other media)**
- **Enable all staff to be fully informed and adequately resourced in the delivery of the Cwricwlwm Cymreig.**
- **Encourage the use of the Welsh language within the classroom where appropriate especially in relation to the Cwricwlwm Cymreig e.g. bilingual notice boards, displays and the use of the two languages in relation to key words being used.**

SUBJECT TEACHERS: -

- **Develop an understanding and presentation of the Cwricwlwm Cymreig as it relates to the schemes of work.**
- **Encourage and build on the everyday use of the Welsh language where pupils may use incidental Welsh as a means of communication based on what they have already been doing in their Primary Schools. (e.g. giving instructions)**
- **Develop bilingual displays especially when relating to key aspects of the Cwricwlwm Cymreig.**
- **Familiarise themselves with the Welsh equivalent to the key words as used especially in the aspects of the Cwricwlwm Cymreig**

LEARNING SUPPORT STAFF :-

- **Acknowledge and encourage the use of Welsh where appropriate.**
- **Where possible include examples of work based on Wales and Welsh people in the presentation of work within the learning support department**

WELSH DEPARTMENT:-

- **Support teaching staff and pupils in the delivery of the Cwricwlwm Cymreig.**

ADMINISTRATIVE STAFF: -

- Where possible have a bilingual policy of answering and acknowledging enquiries and use of bilingual headed notepaper in correspondence.

4. Reviewing and Evaluating the Cwricwlwm Cymreig Policy

The extent to which this school has successfully included the Cwricwlwm Cymreig into its teaching and learning will be evaluated by regular and systematic audits in all subjects which will monitor and assess:

- the extent to which pupils, staff, parents and governors have an awareness of the languages, culture and heritage of Wales.
- the extent to which pupils work and teachers' planning/ schemes of work reflect this awareness and provide evidence of the inclusion of the key aspects of the Cwricwlwm Cymreig.

These audits should provide the school with opportunities to improve and develop the Cwricwlwm Cymreig. They should also help raise awareness of the Cwricwlwm Cymreig and provide opportunities for professional staff development particularly for those who have been trained outside Wales and could be unfamiliar with it's unique curricular requirements.

ALL STAFF

- Progress should be seen in the introduction /development of incidental Welsh in and around the school with evidence of the Welsh culture, language & heritage being acknowledged within each department and school environment.

5. Useful Websites for Resources & Acknowledgements

ACCAC – www.accac.org.uk

Estyn – www.estyn.gov.uk

Drws – www.drws.co.uk

Welsh Books Council – www.wbc.org.uk

Gwales.com – www.gwales.com

Gwasg Gomer – www.gomer.co.uk

Seren – ww.seren.books.com

WJEC – www.wjec.co.uk

National Grid for Learning Cymru – www.ngflcymru.org.uk

Acknowledgements & References –

- Y Cwricwlwm Cymreig – (The Welsh Dimension to the Curriculum) Estyn Report 2001
- Developing the Cwricwlwm Cymreig – ACCAC Guidance– 2003
- Y Cwricwlwm Cymreig – Estyn report on the progress made by schools in implementation of the ACCAC Guidance – 2005
- Y Cwricwlwm Cymreig – Phase 2 – Estyn Publication – 2006
- Welsh Assembly Government Response to the Estyn Remit Report – Y Cwricwlwm Cymreig Phase 2 - 2006