



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

POLISI CYMRAEG



Rhiannon Stephens Davies, Head Teacher.
Gwyn Daniels, Deputy Head

' Opening Doors To The Future ' ' Agor drysau i'r dyfodol'

Original Completion Date

February 2024

Author

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MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open the doors to the future'

Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

We Value

- Communication
- Creativity
- Kindness
- Respect
- Effort
- Well-being

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

Ambitious Capable Learners 	Healthy Confident Individuals 	Enterprising Creative Contributors 	Ethical Informed Citizens 
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Aim of the curriculum

- To develop a Welsh ethos in the school by establishing Welsh as a living functional language via oral, visual and sensory immersion
- To encourage the learning of Welsh across the curriculum according to Siarter Iaith and the Cymraeg Campus awards
- To embed the learning of the Welsh language across all AoLEs and incidental contexts including the use of Helpwr Heddiw
- To make the learning of Welsh a pleasurable, interesting and lively experience through song, dance, drama, games, stories and legends in addition to reflecting daily events and experiences.
- To provide a language rich environment where learners feel comfortable to experiment with and begin to speak Welsh and engage in natural use of the language
- To develop an awareness of the cultural customs and traditions of Wales through stories and legends and to nurture a sense of 'cynefin'.
- To ensure repetition and '*over learning*' in order to embed simple language patterns.
- To implement a curriculum which caters for all learners at an appropriate level that allows them to gain access to relevant skills and knowledge.
- To promote collaborative attitudes and raise pupils, parents/carers, staff, Governors and community awareness of the advantages of bilingualism.
- To ensure that all pupils receive high quality Welsh language teaching as a result of effective staff training.

Teaching and Learning strategies and planning

The teaching of Welsh is based on the updated continuum of Welsh Language Patterns. This continuum is a whole school approach to teaching Welsh through a series of progressive and developmental language patterns. The continuum enables teachers to differentiate for individual learners in each class and provide a ladder for progression. The language patterns will also promote the use of Welsh in other subjects.

There is a three-strand approach to the teaching of Welsh: structured lessons, incidental Welsh and cynefin. The structured lessons follow the continuum, incidental/everyday Welsh is incorporated through daily 'Helpwr Heddiw' activities and cynefin is learning about Wales and being Welsh. Examples include: Diwrnod Dewi Sant (St. David's Day), Diwrnod Santes Dwynwen (Welsh Saint of Love), Welsh Rugby and Eisteddfodau and Diwrnod Miwsig Cymru

The primary goal in our ALN context is to provide opportunity for inclusion and to develop confidence in speaking or communicating in Welsh. This is implemented by staff planning and delivering fun, exciting and lively lessons indoors and outdoors. Where possible links to their own lives are established. Daily 'Helpwr Heddiw' activities reinforce the language patterns that are being taught during Welsh lessons. There is a significant element of revision within the continuum which builds upon the linguistic skills achieved in previous terms.

Teachers will plan daily Welsh lessons, using the skills from the curriculum and patterns from the continuum.

Children will be immersed in language; the aim is for the environment to be rich with Welsh, so that learning takes place naturally and speaking Welsh becomes second nature.

'Helpwr Heddiw'

Cymraeg Bob Dydd

The aim of 'Helpwr Heddiw' is to increase pupils' confidence in communicating clearly with a variety of audiences including teachers, peers and familiar adults in authentic contexts. Welsh should be used naturally so that it forms an integral part of classroom/ whole school activities. Teachers have a bank of 'Helpwr Heddiw' activities which address daily Welsh. These are linked to the 'gair yr wythnos' that is introduced by pupils in the whole school assembly.

How it works:

- Every pupil in turn is given the opportunity to be 'Helpwr Heddiw' for a week at a time
- The duties of 'Helpwr Heddiw' involve assisting the class teacher to direct activities/ everyday situations through the medium of Welsh and model how the language is pronounced and used
- There are also simple games that can be led by 'Helpwr Heddiw'

Cynefin

Our curriculum is wholly inclusive and aims to reflect the diversity of Wales in the twenty-first century. It enables our pupils to understand what is distinctive about life in Wales, to celebrate diversity and to acquire a real sense of cynefin. The school environment reflects and signposts our local Welsh heritage.

Progression in Welsh

The teaching and learning of the Welsh will follow the skills set out in LLC Concept Maps and the sentence patterns from the continuum. However, the delivery of these will differ between the 'camau'.

Camau Gwyrdd – Cam Cynnydd 1 yn y patrymau

- Pre-Progression Steps 1-3
- Experiential learning based around listening to Welsh songs, and rhymes

Camau Melyn – Cam Cynnydd 1 yn y patrymau

- Pre-Progression Steps 4-6
- Experience of and responding to Welsh stories, rhymes, songs and words

Camau Coch – Cam Cynnydd 2 yn y patrymau

- Pre-Progression Steps 1 and 2
- Listen and respond to simple Welsh phrases.

Camau Glas – Cam Cynnydd 3 yn y patrymau

- Progression Step 3
- Listen and respond to increasingly more complex Welsh phrases and sentences.