

Siarter Iaith Cymraeg Campus Uwchradd

Guidance on how to implement
the Siarter Iaith Cymraeg Campus
Uwchradd (for secondary schools)



CYMRÆG

Siarter
Iaith

Contents

1. Foreword
2. Siarter Iaith Vision
3. Siarter Iaith Umbrella
4. Post Gold Process
5. Who does what?
6. Questionnaires
7. Evidence and Resources
8. How to implement the Siarter Iaith?
9. Outcomes and Targets

Appendices

Appendix A: Validation Guide

Appendix B: Action Plan



1. Foreword

The objective of the Siarter Iaith is to provide a clear framework, which can be used to promote and increase the use of Welsh by learners in a whole school context. In short, the main aim of the Siarter Iaith is to promote a strong Welsh language ethos in schools and to provide a range of activities that motivate learners to enjoy the Welsh language. The Siarter Iaith encourages participation by all members of the school community, and members of the school workforce and council, learners and their parents, school governors and the wider community are all encouraged to take full ownership of it.

We want to inspire children and young people to use Welsh in all aspects of their lives. The Siarter Iaith is for everyone. Together, we can increase the social use of Welsh by children and young people.

The Welsh Government recognises the importance of the Siarter Iaith programme as a key resource for increasing children and young people's use of Welsh. It is hoped that this document is suitable for anyone wishing to embark on their Siarter Iaith journey in primary, secondary and lifelong schools.

Since the Siarter Iaith programme was expanded from being active in Gwynedd only, to becoming a national programme in 2016, the world around us has changed; the growth of technology and the digital field continues to affect the linguistic habits of our children and young people and how they socialise. In addition, the data from the [2021 Census on the Welsh language](#) is now known, and significant developments in language planning are underway with the development of the Welsh Language Education Bill. We believe that all of this, including the introduction of the Curriculum for Wales, calls for the Siarter Iaith to be reinforced and developed.

In order to effectively follow the Siarter Iaith programme, we ask schools to follow the following values:

- We want everyone to **enjoy speaking Welsh**,
- We want everyone to **be proud** of the Welsh language and the Siarter Iaith, and **own** all the elements of the programme and their school plans,
- We want everyone to **work together** to promote the Welsh language while implementing the Siarter Iaith,
- We want everyone to **celebrate** success, no matter how small; at individual, class, school or community level.

We extend our congratulations to all schools for their previous achievements on their Siarter Iaith journey.

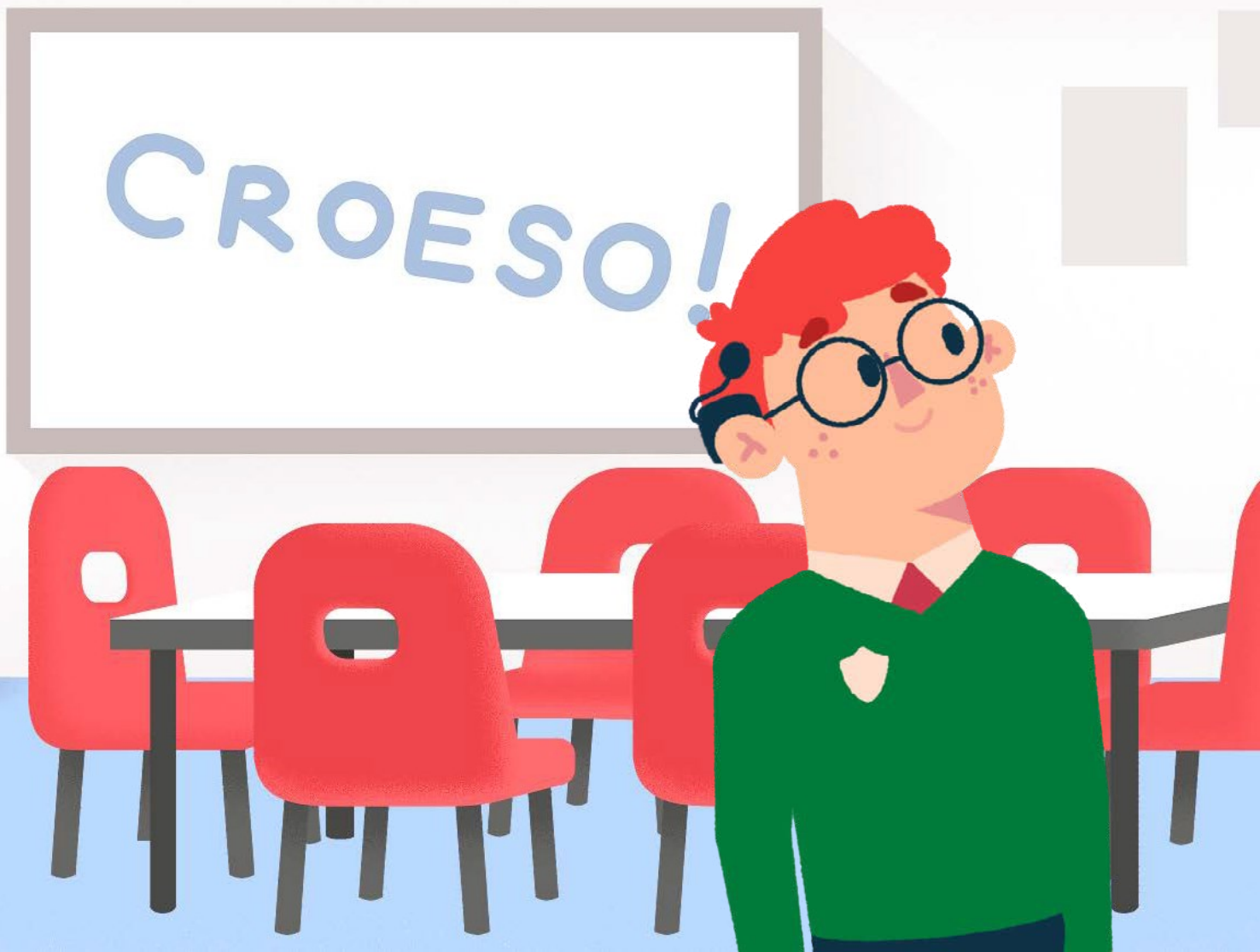
2. Siarter Iaith Vision

The programme will contribute to creating bilingual citizens for the future, who will:

- be independent Welsh speakers,
- use the Welsh language of their own volition and enjoy it,
- speak Welsh to each other, whether they come from Welsh speaking homes or not,
- have a positive attitude towards the language and be confident to use their Welsh.

The programme will work to ensure:

- that school leaders, teachers and other stakeholders have a clear development plan, the knowledge and skills to encourage the use of Welsh at school, at home and socially within the community.
- that parents and guardians make an active contribution to their children's use of Welsh, regardless of their language ability.



3. Siarter Iaith Umbrella

The Siarter Iaith programme focuses on promoting and increasing learners' use of Welsh within their educational institutions (for 3 – 18 year olds) and in social contexts. We use the terms 'Siarter Iaith programmes', or 'the Siarter' when referring to the national framework and any associated activity. To encourage progress, schools work towards incremental awards – bronze, silver and gold.

Within the structure of the Siarter Iaith, there are two pathways:

Siarter Iaith	
<p>Siarter Iaith Primary, Secondary and All through Schools</p> <p>Category Schools</p> <ul style="list-style-type: none"> • C2 – bilingual school, • T3 – a school converting to C3, • C3 – Welsh-medium school, • 3P – designated Welsh-medium school. 	<p>Cymraeg Campus (primary) and Cymraeg Campus (secondary) Siarter Iaith Primary, Secondary and All through Schools</p> <p>Category Schools</p> <ul style="list-style-type: none"> • C1 – English-medium school, • T2 – a school converting to C2, • C2 – bilingual school.

Individual educational institutions on a journey of changing categories are expected to consider which **route** within the Siarter is best suited for them to follow in accordance with the school's linguistic position.

Similarly, Additional Learning Needs (ALN) schools and educational centres are encouraged to assess which route within the Siarter is best suited for them to follow, depending on the school's linguistic position and the needs of the learners.

Further information and guidance on the categorisation of schools by Welsh-medium provision is provided on the [Welsh Government website](#).

The structure is roughly the same across the entire programme. Learners will complete a questionnaire about their use of Welsh and will use the information to identify areas for improvement; set their objectives and formulate an action plan for the whole school community. At the end of the implementation period, learners will repeat the questionnaire to see if they have made progress.

The questionnaire is not a measure of performance in relation to awards or a way to compare educational institutions or regions.

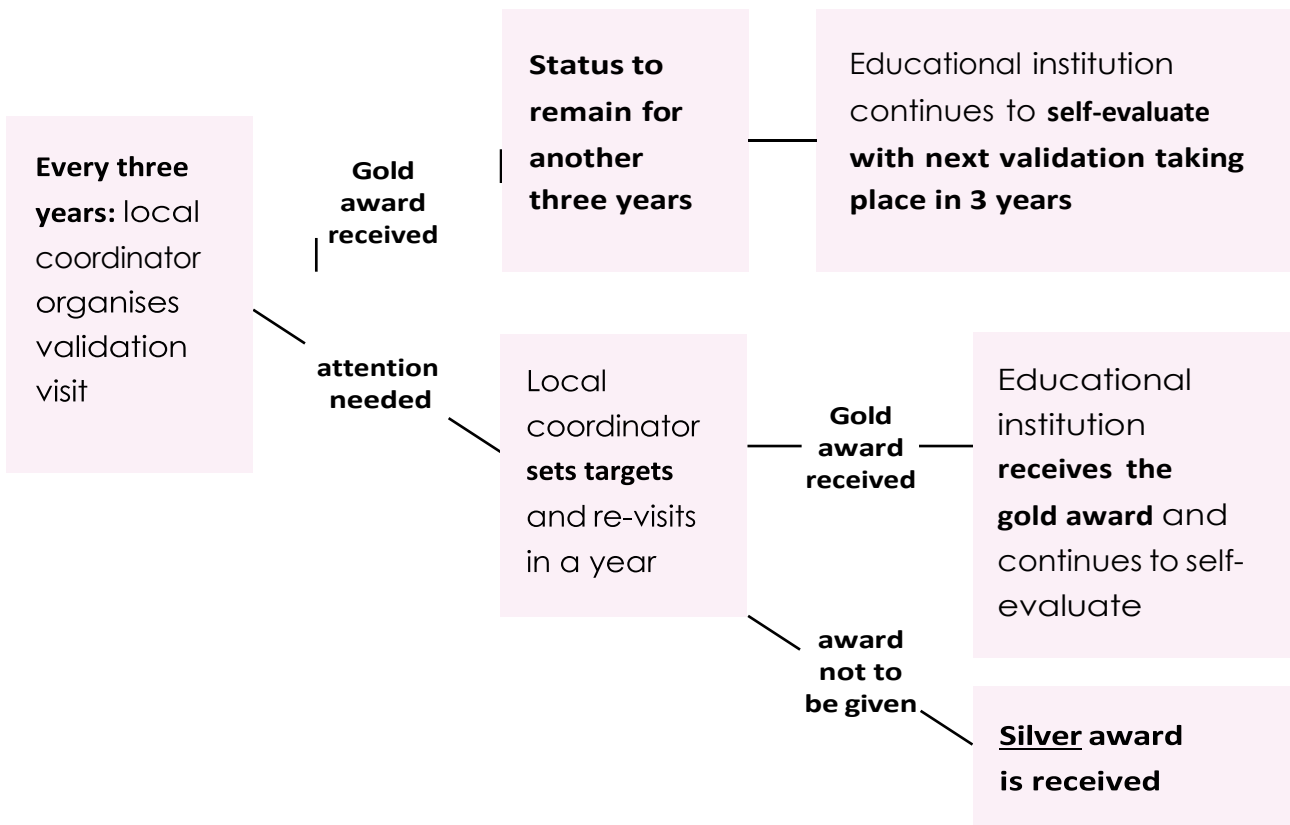
Each school should decide its own priorities, objectives and targets, based on the circumstances and needs of the school, and the different linguistic backgrounds of the learners. This document therefore provides a high-level guide to the implementation of the Siarter programme.

4. Post Gold Process

If a school has received the gold award, the status will be valid for a period of three years until a second appraisal is made. The following process is expected to be followed in the context of post-gold:

1. Annual school self-appraisal.
2. Within three years of receiving the gold award, the local coordinator will arrange a validation visit to ensure the school is still worthy of the gold. If the school remains a gold school, the status will be current for another three years and the validation will be reappraised at that time. Should a school not maintain its gold status, targets will be set by the local coordinator with a note to revisit the school in a year's time. Should a school not maintain its gold status after this period, then it will become a silver school.
3. For all schools that have maintained the gold status for the three-year period, a virtual award ceremony is organised by Welsh Government officers to celebrate the schools' achievements.

Here's a summary of the steps for the post-gold:



5. Who does what?

Schools should ensure that they involve the whole school community in the implementation of the Starter Iaith, whether it is learners, the whole workforce, parents, governors or the wider community. Schools should also make every effort to collaborate with other schools within their cluster or county, as well as specific efforts to work with relevant coordinators to ensure continuity and a seamless path of support for pupils.

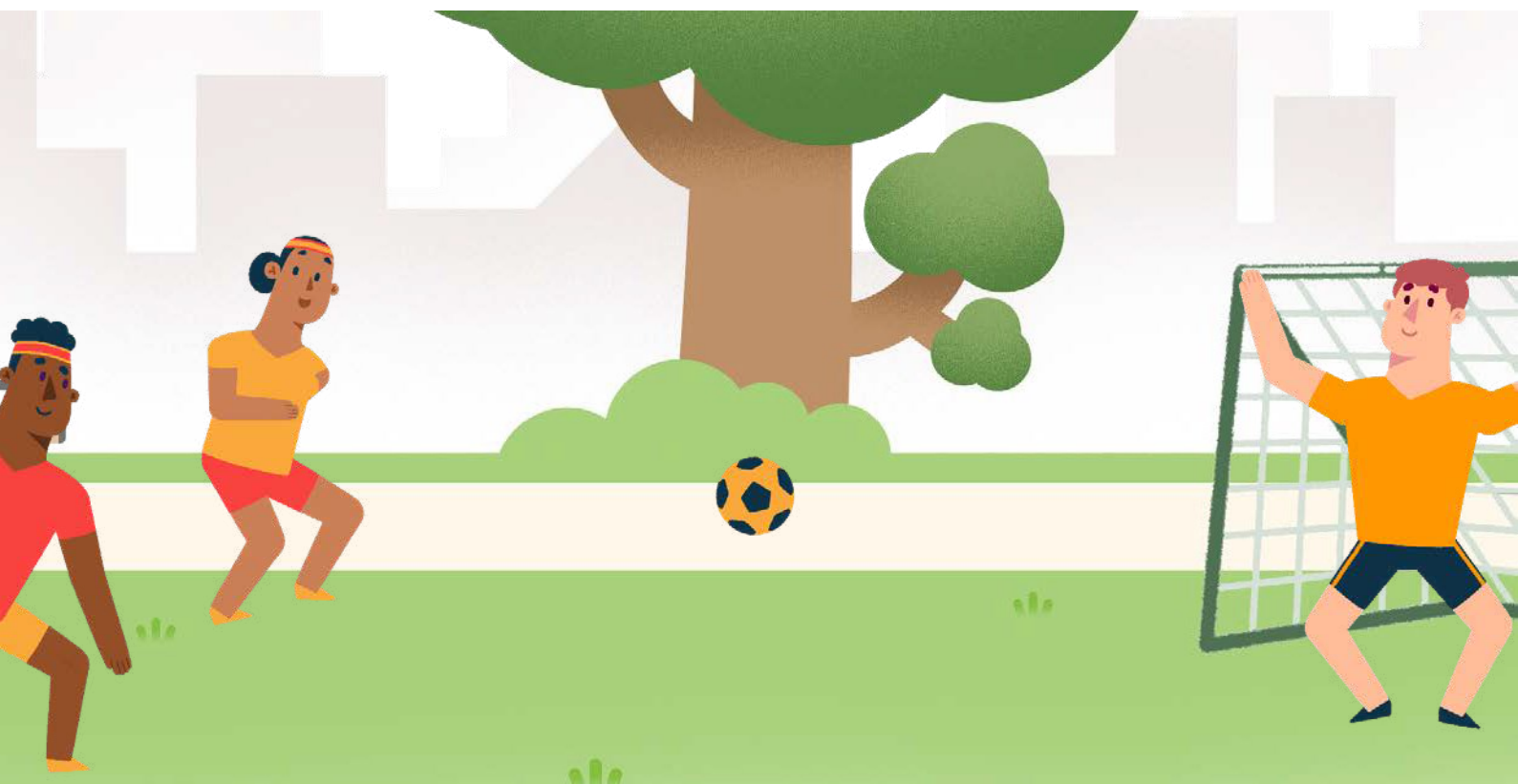
See the validation guide (Appendix A) for details of who does what in the validation process.



Duties of regional Siarter Iaith Coordinators:

(the local Coordinator leading on the Siarter Iaith within a local authority / region)

- Ensure everyone has a positive experience of Welsh.
- Raise awareness and ensure a high profile for the Siarter Iaith programme within schools and local authorities.
- Support schools to implement principles and monitor the impact of the Siarter Iaith programme.
- Support visits to each school once each term or on demand.
- Encourage links between schools locally and regionally to promote effective and strategic collaboration.
- Provide training and/or share information on the content of the Siarter Iaith for the whole school workforce, parents and governors as needed.
- Facilitate the sharing of good practice between schools within the region and nationally.
- Attend the national programme steering group sessions to report on developments and share good practice with other areas.
- Report progress to the Welsh Government.
- Organise the school validation/accreditation process within the region.
- Collect case studies from the region / county and submit them to Welsh Government.
- Local coordinators to inform the Welsh Government each term which schools have received awards.



Duties of the whole school community:

When referring to the whole school community, it is a reference to the appointed school coordinator leading on the Siarter Iaith activity; the headteacher; and all school staff, including the wider school workforce.

- Ensure everyone has a positive experience of Welsh.
- Complete Siarter Iaith questionnaires annually to find evidence of their learners' language use in order to formulate a school action programme.
- School forums, such as y Criw Cymraeg, to develop the objectives and action plan of the school led by the coordinator or one of the school's teachers.
- Ensure that the Siarter Iaith programme is a central part of the school development plan.
- The whole school community to encourage, take ownership and support each other to take responsibility for and implement the action plan.
- Collect and present evidence of progress for validation.
- Increase communication with parents and the wider community.
- Collaboration at cluster and secondary cluster levels.
- Collaboration with the local / regional coordinators.
- Attend county/regional/national networks.

Pupils' Voice:

It is vital that your school has established a group of pupils to support the Siarter Iaith journey. They play a central role as they serve as dedicated champions of the Welsh language, driving its promotion and use within the school community and helping to create a thriving bilingual environment. The group usually consists of representatives from most year groups and meets regularly with the school's Siarter Iaith Coordinator to discuss progress and new ideas. A representative of the Criw Cymraeg could also be part of the School Council in order to communicate with the school's Governing Body regarding the Siarter Iaith. The Siarter Iaith should be a regular item on the School Council's agenda for reporting purposes.

It should be noted that, in some schools, this group of pupils leading on the Siarter Iaith is referred to as 'Y Criw Cymraeg', but it is understood that some schools use other terms such as 'Y Dreigiau (Dragons)', 'ambassadors' etc. For the purpose of this document, the group is referred to as 'Y Criw Cymraeg'.

6. Questionnaires

Questionnaire - Setting a baseline and measuring impact

An appropriate approach has been developed to setting a baseline of use of Welsh in a whole school context. The questionnaire gives learners the opportunity to identify the extent to which they use Welsh in different situations. It also conveys their attitudes towards the Welsh language. The statements are closely aligned with the Siarter Iaith targets, and it is advised that teachers discuss these targets before learners complete the questionnaire individually. The questionnaire should be revisited, with learners answering the same questions to observe what progress has been made. The results of this questionnaire should be shared with the whole school community and used to produce an action plan. This will be based on the requirements and challenges highlighted in the responses. Here is the link for the Siarter Iaith Questionnaires. Choose the right questionnaire for your school. All learners will need to log into Hwb to access the questionnaire. [Siarter Iaith - Hwb \(gov.wales\)](https://www.gov.wales/siarter-iaith)

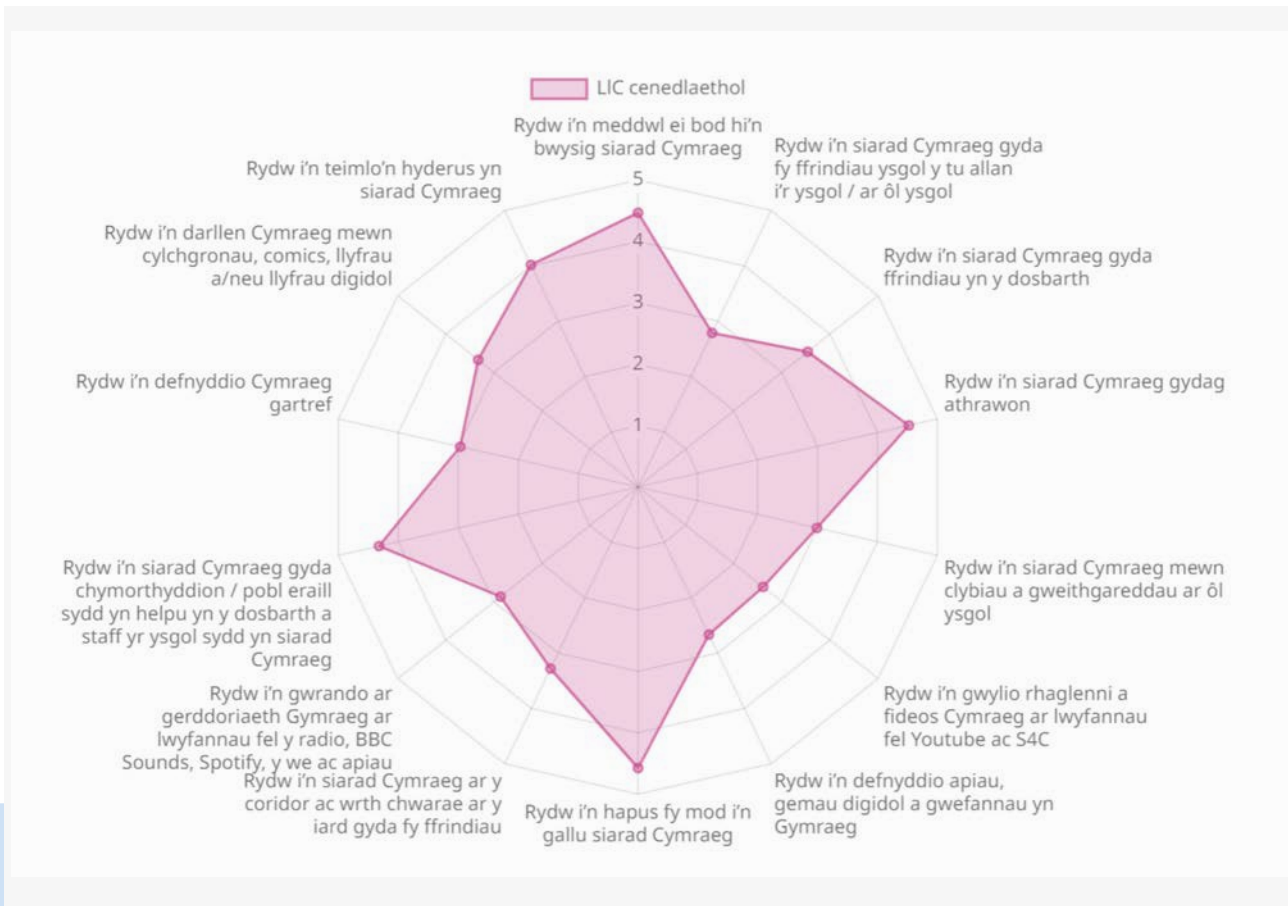
Questionnaire

These are the statements that appear in the **Siarter Iaith Cymraeg Campus Uwchradd** to be completed by the learners.

1. I see Welsh posters, signs and displays around the school.
2. I think that learning and speaking Welsh is important.
3. I try speaking Welsh in Welsh lessons.
4. I use Welsh (speaking, reading, listening, writing) in other subjects and lessons in school.
5. I try speaking Welsh with Welsh speaking adults outside school.
6. I read stories, short stories, blogs, news articles in Welsh.
7. I listen to Welsh music on Spotify, the Internet and apps outside school.
8. I watch television programmes, short films, Welsh streams outside school.
9. I use Welsh apps and websites to learn Welsh.
10. I attend some Welsh activities e.e. Eisteddfodau, trips.
11. I enjoy learning Welsh.

Analysing the results of the online questionnaire (primary school example)

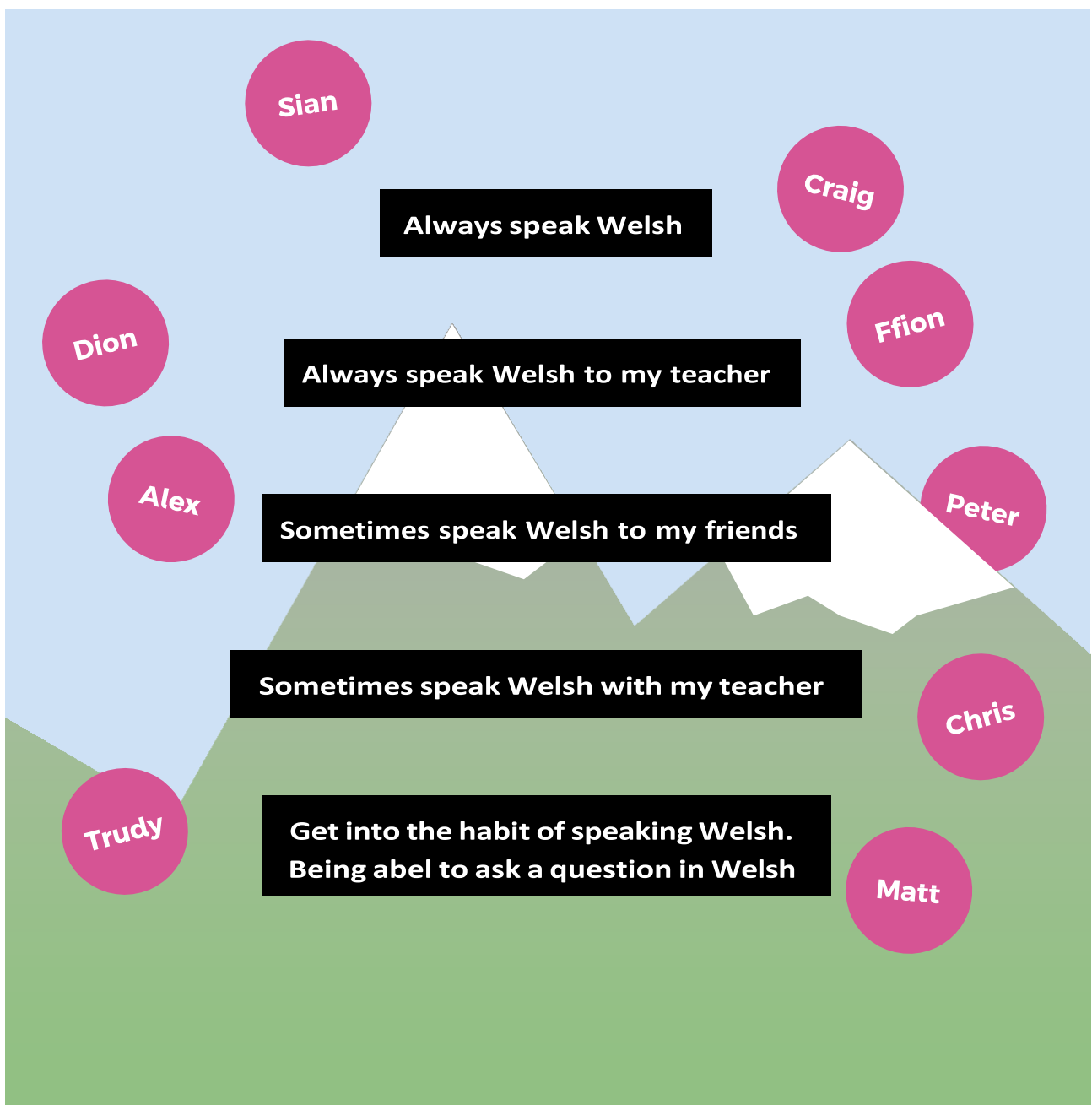
The results of the questionnaires will appear in web graph format such as the following and also in data in various other forms on the Hwb reports page.



7. Evidence and resources

Showcasing the progress of the school's Siarter Iaith

Evaluating progress is critical to the successful implementation of the Siarter Iaith. Schools need to ensure that effective use is made of visual targets to remind everyone of the progress that has been made. An example of this is the 'Steps towards the Summit' exhibition. Schools are free to create their own bespoke exhibition. The targets and success criteria are shared with the whole school community, so that everyone contributes to achieving the award.



Providing evidence / validation

Conversations with learners and members of the school community, along with visits around the school, will take place during the validation visit (further information is available in the validation guide – APPENDIX A). In addition, it is good practice to gather a range of evidence for each target. Evidence could include:

- Photos or videos of exhibitions and activities.
- Written articles or news items detailing activities.
- Learner participation and achievements in Welsh language enrichment events.
- Newsletters, school website, social media, Google Drive, Seesaw.
- Results and analysis of the online questionnaire.
- Evidence of visible targets e.g. Steps towards the Summit.
- Evidence of cross-curricular work.

Resources

A variety of resources can be found on Hwb networks. Type *Siarter Iaith* in the search box. You may also discover local Siarter Iaith networks. Click on the 'Siarter Iaith – cymorth i athrawon a chydlynwyr rhanbarthol' network. Ask to join the network. Your application will be approved as soon as possible. When you access the network, resources will be available in the 'Files' section to help you achieve the targets for each award.



8. How to implement the Siarter Iaith Cymraeg Campus Uwchradd (for Secondary Schools)

After the school has completed their online questionnaires to establish the school's language use and following the establishment of a group of learners (for the purpose of this document, they will be referred to as Y Criw Cymraeg), the school's Siarter Iaith Coordinator will meet with their local coordinator to create an Action Plan (Annex B) for the school. The Action Plan will list the targets, and the school is then expected to complete the form during the year. When a school feels confident that the targets opposite each outcome have been completed, a validation visit can be arranged.

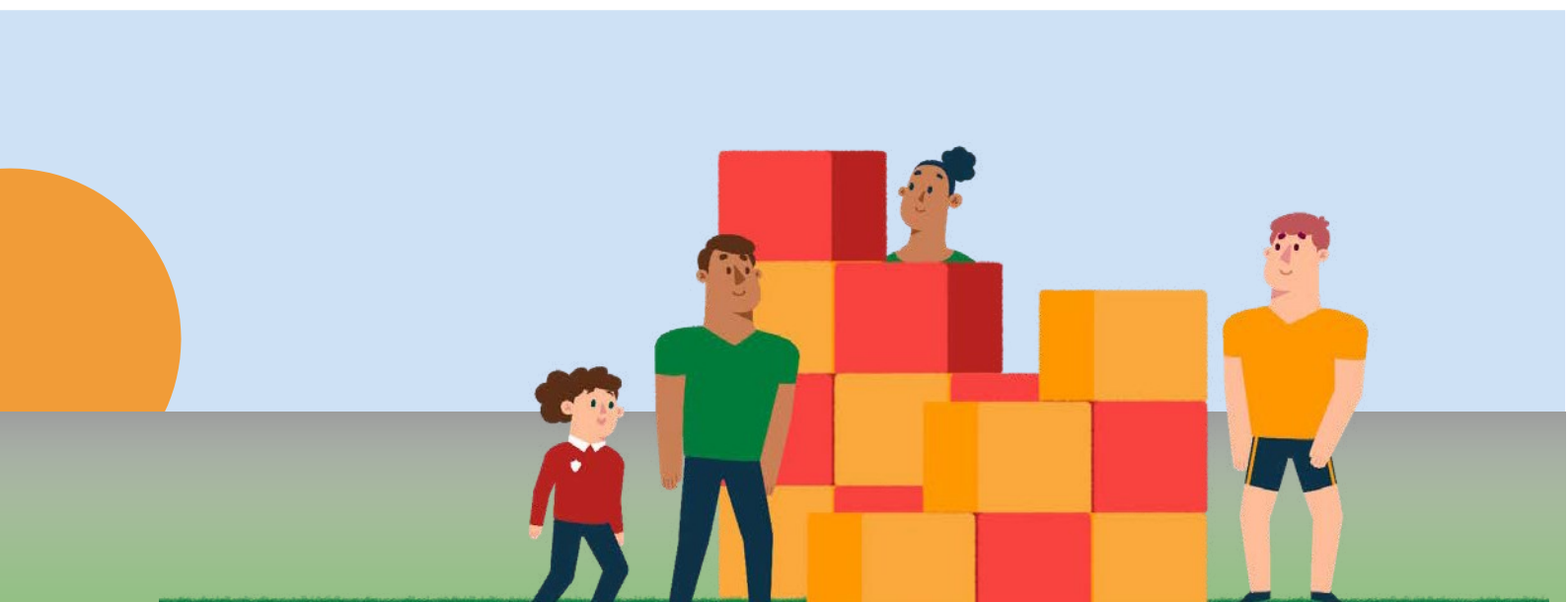
More information about the validation work can be found in Appendix A.

All schools are expected to start their Siarter Iaith Cymraeg Campus journey at the bronze level and take a minimum of one year before moving on to the next award. The intention in waiting a year before progressing further along the path is to ensure that the questionnaires have been completed twice during the year and to establish whether pupils' and school's language use has changed during this period.

Below is a list of Siarter Iaith Cymraeg Campus Uwchradd objectives, along with the targets expected to be completed for each outcome and for each reward.

A document is available on Hwb indicating the activities that can be completed in relation to each target: 'Sbardunau fesul targed' / Examples for achieving targets'.

Please note that this document provides examples only, and schools are free to come up with other examples. The programme is not intended to create a checklist for schools. A school should set targets to suit their individual linguistic situation and background. **All targets within each outcome must be adequately completed before the award can be given.**



9. Outcomes and Targets

The main outcome of the whole programme:

Everyone has a positive experience of the Welsh language. This runs through all aspects of the Starter Iaith.

Starter Iaith Cymraeg Campus Uwchradd - Bronze		
1.	Welsh ethos of the school	<ol style="list-style-type: none"> 1. Displays celebrating Welsh language and culture are visible in some communal areas e.g. foyer, corridors. 2. Some Welsh cultural events are celebrated on the school website and its digital platforms. 3. Criw Cymraeg is elected and established; roles and responsibilities are delegated and regular meetings are held and minuted. 4. Criw Cymraeg analyse data and identify areas to develop, and the Criw Cymraeg are beginning to organise Welsh events, activities and opportunities to speak Welsh.
2.	Welsh in the classroom	<ol style="list-style-type: none"> 1. Welsh is beginning to be displayed in all classrooms. e.g. word/phrase of the week. 2. Teachers and support staff give Welsh greetings and commands. 3. Teachers and learners write some lesson basics in Welsh eg. Gwaith Dosbarth, the date, lessons aim, etc. 4. Some learners use Welsh daily when greeting, expressing basic needs and respond to basic Welsh questions and commands.

3.	Welsh outside the classroom	<ol style="list-style-type: none"> 1. Some learners greet, ask and respond to basic Welsh questions and commands outside the classroom and with visitors. 2. Some staff and learners greet each other in Welsh during the school day. 3. Some Welsh is evident in all assemblies/collective worship/gatherings. 4. Reception staff are beginning to use Welsh in their correspondence with parents and visitors, and Welsh is an option on the phone system. 5. Some staff use bilingual signatures and stationery in all emails. 6. A Governor has delegated responsibility for Welsh/ Cymraeg Campus.
4.	Welsh activities and experiences at school	<ol style="list-style-type: none"> 1. The school liaises with Welsh language organisations to promote opportunities through the medium of Welsh e.g. yr Urdd, Menter Iaith. 2. The school occasionally invites Welsh speakers/ performers to engage with the learners. 3. The school celebrates some important dates in the calendar e.g. Dydd Gŵyl Dewi, Dydd Miwsig Cymru, etc. 4. Learners have access to and make some use of Welsh apps and websites. 5. Learners have some opportunities to experience Welsh music.
5.	Welsh activities and experiences outside school	<ol style="list-style-type: none"> 1. The school organises Welsh local and/or national visits to develop learners' use and enjoyment of Welsh. 2. Some learners participate in sport and cultural activities e.g taking part in Urdd competitions and Eisteddfodau.

Starter Iaith Cymraeg Campus Uwchradd - Silver

- | | | |
|----|------------------------------------|--|
| 1. | Welsh ethos of the school | <ol style="list-style-type: none"> 1. Displays celebrating Welsh language and culture are visible in many communal areas e.g. foyer, corridors, hall. 2. An increasing number of Welsh cultural events are celebrated on the school website and its digital platforms. 3. Criw Cymraeg is elected and established; roles and responsibilities are delegated and regular meetings are held and minuted. 4. Criw Cymraeg analyse data and identify areas to develop, and the Criw Cymraeg are beginning to organise Welsh events, activities and opportunities to speak Welsh. |
| 2. | Welsh in the classroom | <ol style="list-style-type: none"> 1. Welsh is increasingly prominent in all classrooms. e.g. word/phrase of the week. 2. Many teachers and support staff give Welsh greetings and commands. 3. Teachers and learners write some lesson basics in Welsh eg. Gwaith Dosbarth, the date, lessons aim, etc. 4. Most learners use Welsh daily when greeting, expressing basic needs and respond to basic Welsh questions and commands. |
| 3. | Welsh outside the classroom | <ol style="list-style-type: none"> 1. Most learners greet, ask and respond to basic Welsh questions and commands outside the classroom and with visitors. 2. Most staff and learners greet each other in Welsh during the school day. 3. There is an increasing use of Welsh in all assemblies/ collective worship. 4. Reception staff are increasingly using Welsh in their correspondence with parents and visitors, and Welsh is an option on the school phone system. |

5. Most staff use bilingual signatures and stationery in all emails.
6. The Governing Body takes an active role in overseeing the development of Welsh.

4. Welsh activities and experiences at school

1. Welsh language organisations occasionally attend to provide activities through the medium of Welsh e.g. yr Urdd, Menter Iaith.
2. The school regularly invites Welsh speakers/performers to engage with the learners.
3. The school celebrates most important dates in the calendar e.g. Dydd Gŵyl Dewi, Dydd Miwsig Cymru, etc.
4. Learners have access to and make regular use of Welsh apps and websites.
5. Learners have regular opportunities to experience Welsh music.

5. Welsh activities and experiences outside school

1. The school organises Welsh local and/or national visits to develop learners' use and enjoyment of Welsh.
2. Learners regularly participate in sport and cultural activities e.g. Taking part in Urdd competitions and Eisteddfodau.
3. Learners occasionally visit local community organisations to allow for learners to practise their Welsh e.g. local homes for the elderly, local Council, etc.

Siarter Iaith Cymraeg Campus Uwchradd - Gold

- | | | |
|-----------|---|--|
| <p>1.</p> | <p>Welsh ethos of the school</p> | <ol style="list-style-type: none"> 1. Displays celebrating Welsh language and culture are visible in all communal areas e.g. foyer, corridors, hall. 2. Welsh cultural events are regularly celebrated on the school website and its digital platforms. 3. Criw Cymraeg is elected and established; roles and responsibilities are delegated and regular meetings are held and minuted. 4. Criw Cymraeg analyse data and identify areas to develop, and the Criw Cymraeg organise Welsh events, activities and opportunities to speak Welsh. |
| <p>2.</p> | <p>Welsh in the classroom</p> | <ol style="list-style-type: none"> 1. Welsh is prominently displayed in all classrooms. 2. The majority of teachers and support staff give Welsh greetings and commands. 3. Teachers and learners write some lesson basics in Welsh eg. Gwaith Dosbarth, the date, lessons aim, etc. 4. Nearly all learners use Welsh daily when greeting, expressing basic needs and respond to basic Welsh questions and commands. |
| <p>3.</p> | <p>Welsh outside the classroom</p> | <ol style="list-style-type: none"> 1. Nearly all learners greet, ask and respond to basic Welsh questions and commands outside the classroom and with visitors. 2. Nearly all staff and learners greet each other in Welsh during the school day. 3. Welsh is extensively used in all assemblies/collective worship. 4. Reception staff use Welsh in all correspondence with parents and visitors, and Welsh is an option on the school phone system. |

5. Nearly all staff use bilingual signatures and stationery in all emails.
6. The Governing Body takes an active role in overseeing the development of Welsh.

4. Welsh activities and experiences at school

1. Welsh language organisations regularly attend to provide activities through the medium of Welsh e.g. yr Urdd, Menter Iaith.
2. The school regularly invites Welsh speakers/performers to engage with the learners.
3. The school celebrates most important dates in the calendar e.g. Dydd Gŵyl Dewi, Dydd Miwsig Cymru, etc.
4. Learners have access to and make extensive use of Welsh apps and websites.
5. Learners have extensive opportunities to experience Welsh music.

5. Welsh activities and experiences outside school

1. The school organises Welsh local and/or national visits to develop learners' use and enjoyment of Welsh.
2. Learners regularly participate in sport and cultural activities eg taking part in Urdd competitions ac Eisteddfodau.
3. Learners regularly visit local community organisations to allow for learners to practise their Welsh e.g. local homes for the elderly, local Council, etc.

Appendix A: Validation Guide for Cymraeg Campus - Secondary

Contents

1. Introduction
2. Validation - what do we mean by 'validation' and when do we need validation?
3. Who validates and what is everyone's role?
4. Timetable
5. Questions to ask schools
6. Questions to ask the Criw Cymraeg
7. Validation report template

1. Introduction

The Welsh Government recognises the importance of the Siarter Iaith programme as a key resource for increasing children and young people's use of Welsh. Since the Siarter Iaith programme was expanded from being active in Gwynedd only, to becoming a national programme in 2016, the world around us has changed; the growth of technology and the digital field continues to affect the linguistic habits of our children and young people and how they socialise. In addition, the data from the [2021 Census on the Welsh language](#) is now known, and significant developments in language planning are underway with the development of the Welsh Language Education Bill. We believe that all this, including the introduction of the Curriculum for Wales, requires the updating of the Siarter Iaith.

In order to effectively follow the Siarter Iaith programme, we ask schools to follow the following values:

- We want everyone to **enjoy speaking Welsh**,
- We want everyone to **be proud** of the Welsh language and the Siarter Iaith, and **own** all the elements of the programme and their school plans,
- We want everyone to **work together** to promote the Welsh language while implementing the Siarter Iaith,
- We want everyone to **celebrate** success, no matter how small; at individual, class, school or community level.

One of the main steps of the Siarter Iaith programme is the validation phase. It is the validation that confirms the journey of Siarter Iaith schools in relation to the awards – either bronze, silver or gold. But winning an award is not the main focus of validation. Validation is a way of celebrating all the great work that goes on throughout the year at the school, a way of inviting coordinators to the school to enjoy and experience the fruits of the hard work that has been done in the name of the Siarter, while also offering guidance and advice to the school on how to develop. Winning an award, whether bronze, silver or gold, will of course be a credit to a school, but it is important to note that celebrating the achievements is equally important. It should also be noted that the validation step is not obligatory – it is a voluntary step, but must be followed if an award is to be given to a school.

2. Validation - what do we mean by 'validation' and when do we need validation?

Validation is the third step in the implementation of the Siarter Iaith.

A school embarks on their Siarter Iaith path by completing online questionnaires in order to discover information about their learners' language use and patterns. The findings of the questionnaires will be used to progress to a second step in the implementation of the Siarter Iaith, i.e. the creation of action plans. These plans are intended to put achievable steps in place for increasing the social use of Welsh within the school. When a school is ready to apply for one of the Siarter Iaith awards – the bronze, silver or gold (depending on where they have reached on the journey), - the third step will be followed, i.e. the validation process.

The principles of the validation process are as follows:

- Ensuring national consistency – and that all schools throughout Wales follow suit.
- Celebrating and recognising the achievements of each school – winning an award isn't the only form of commendation; it is vital to celebrate all the work that goes on in schools throughout the year, and the validation element is a means of doing that.
- Encouraging an increase in the use of Welsh.
- Ensuring the level of award is appropriate and suitable for all schools.

The validation process is expected to reach a consensus as to whether or not a school has fulfilled the requirements for the Siarter awards. When a school needs further support, the validator will provide guidance, share good practice and make recommendations to the school.

As a result of the validation process, the validator is expected to produce a report detailing the implementation of the Siarter Iaith in accordance with the school's self-appraisal, the impact of implementing the Siarter on learners' social use of Welsh, oracy, good practice, as well as recommendations for areas for development.

Schools and coordinators in all schools across the country are expected to adhere to this regime to ensure consistency in the process and that everyone acts in the same way on a national level.

Validation Process:

- **Step 1:** School to self-appraise – by completing the online questionnaires, action plan, and self-appraisal within the Siarter Iaith guide.
- **Step 2:** Local coordinator to assess the school's self-appraisal by visiting the school to conduct the validation.
- **Step 3:** If the validator approves and gives an award to the school, the local coordinator will contact Welsh Government officials to process the award and to send a certificate on behalf of the Minister to the school.

There is no set time for arranging a validation visit – when a school and Siarter Iaith coordinator feel the steps have been taken in order to apply for the next award, the validation can be arranged.

3. Who validates and what is everyone's role?

Schools should ensure that they involve the whole school community when implementing the Siarter Iaith, including pupils, the whole workforce, parents, governors and the wider community. Schools should also make every effort to collaborate with other schools within their cluster or county, as well as specific efforts to work with relevant coordinators to ensure continuity and a seamless path of support for pupils.

When a school is ready for a validation visit, they will contact their local coordinator to make further arrangements. See section 5 for details of the timetable for the work.

The following sets out who the key individuals are in the process and what everyone's role is:

The School

- In collaboration with the Siarter Iaith coordinator, the school headteacher / teacher with responsibility for the Siarter Iaith will arrange a visit with the local coordinator for the validation.
- It is up to the schools to ensure that the evidence is submitted to the validator in good time – this means sending action plans and self-appraisal to the co-ordinator.

Local Siarter Iaith coordinator - the validator

- For the most part, the coordinator will be primarily responsible for the validation work (there are exceptions in some areas). A self-appraisal document must be completed, and interviews arranged with the school headteacher and Siarter Iaith Coordinator within the school, a member of the governing board as well as a group of pupils who have taken the lead on the work.
- The validator can call on one other person to assist – this person can be a colleague from the Education Authority/Consortia, a Coordinator in another area of Wales or a headteacher/teacher at a nearby school. A teacher/headteacher is not paid to undertake these duties. However, undertaking the work can be a useful opportunity in terms of personal and professional development.
- Please note that training will be available for coordinators new to the role.

Learners' Voice

- The voice of learners is vital to the success of the Siarter Iaith. As such, during a validation visit the validator will arrange to meet with a group of the school's learners to ask questions about what they have done in the name of the Siarter Iaith at their school.

Governors

- Where possible, the governor(s) responsible for the Siarter Iaith will attend the validation visit and will be available to answer any question the validator may have regarding the operation of the Siarter Iaith within the school and how the programme has involved the entire school workforce and the local community.

4. Timetable

Below is a timetable to follow in terms of steps to take before starting validation.

- Schools to complete questionnaires online.
- Schools to create action plans for the school, based on questionnaire findings.
- Schools to complete Siarter Iaith self evaluation.
- When a school has completed the above, a visit will be arranged with their local coordinator to validate.
- Following the validation visit, the coordinator must produce a short report confirming the decision as to whether the school merits the award. The Welsh Government should also be contacted to inform them of the outcome so that officers are able to send a certificate out to the school. Please note that any school that has won an award before 2024 (the date of publication of this document), and that wishes to receive a certificate, will be able to do so – the certificate will be post-dated.

A validation visit will take approximately 2 and a half hours. Here is a possible procedure that can be followed for a validation visit.

- The school assembly led by the group of learners who have led on the Siarter Iaith.
- Meeting between the validators and the headteacher and coordinator of the school's Siarter Iaith.
- Meeting between the validators and the school's Criw Cymraeg to discuss their work (this will be an informal meeting).
- Meeting between the validators and a member of the governors to discuss the work, and possibly a meeting with a member/members of the wider workforce, or perhaps a member of the local community who has been involved in the school's Siarter Iaith work.
- Tour of the school to look at signs etc.
- Watch the Criw Cymraeg lead playground games / activities during playtime.

After the validation visit, the coordinator will:

- Arrange for the validation panel to have an opportunity to evaluate and reach a decision.
- Complete a validation report (see section 8 below) celebrating the school's achievements and including constructive suggestions about the way forward.
- Contact Welsh Government officials stating what award the school has received and to arrange to send a certificate to the school.

5. Questions to ask schools

Please note that the questions below are suggestions only. These can be tailored as you see fit to coincide with the Siarter Iaith Cymraeg Campus programme for Secondary schools.

General questions:

- How does the strategic planning of the school's Senior Leadership Team promote the Siarter Iaith at the school?
- What is the impact of the support offered by leaders to school staff in the context of the Siarter Iaith requirements?
- How effectively do school staff support the implementation of the Siarter Iaith at the school?
- What is the contribution of the learners to the school's Siarter Iaith programme of work?
- What is the role of the other stakeholders at the school in the work of the school's Siarter Iaith?
- How successful is the school in supporting parents of learners with their Welsh?
- What are the main challenges the school has faced in working towards the Gold Award and how have you overcome them?
- What are the school's main intentions or targets in maintaining and expanding its Siarter Iaith work after today?

Leadership-related Questions:

- To what extent is the Siarter Iaith a priority for the school?
- How do school leaders work together to promote the work of the Siarter Iaith?
- How does the school ensure that all school staff take ownership of the school's Siarter Iaith work?
- What do you think are the school's main accomplishments in implementing the Siarter Iaith? And what are the challenges?
- What do you think are the school's next steps in implementing the Siarter Iaith?

Questions for Stakeholders: workforce, governing board, parents:

- What do you know about the Siarter Iaith of the school?
- How do you learn about the work of the Siarter Iaith?
- Do you have the opportunity to contribute to the work of the Siarter Iaith of the school?

Questions for the supplementary workforce (who are not Welsh speakers)

- Do you feel encouraged / supported by the school to try to use relevant language in the school e.g. Welsh language / vocabulary patterns? How?
- Would the school be able to help you develop your Welsh skills further? How?

6. Questions to ask learners

Please note that the questions below are suggestions only. These can be tailored as you see fit.

- What can you tell me about the Siarter Iaith at your school?
- Do you think the Siarter Iaith is important? Why?
- Do you think it's important to speak Welsh? Why?
- Are you preparing for an award? Which award?
- How do you go about preparing for the award?
- What are the school's Siarter Iaith targets?
- How did you decide on the targets?
- What kinds of things happen at school to help you meet the targets?
- Do you have the opportunity to contribute to the work of the Siarter Iaith of the school? How?
- Are other children offered ideas for Siarter Iaith activities? How do you gather ideas?
- What do you enjoy about the Siarter Iaith's work at the school?
- Do you think the work of the Siarter Iaith increases the Welsh nature of a school / helps children speak more Welsh in school?
- What [else] would help the children speak more Welsh around the school?
- Who is responsible for the Siarter Iaith at the school? One person / group of people?
- How have you made Welsh enjoyable at your school?
- Criw Cymraeg plays a very important role. What do you think was your main role?
- How did you encourage other members of the school community to speak Welsh both inside and outside the classroom?
- Why do you deserve this award?
- How have you made sure everyone knows about the Siarter Iaith?

7. Validation report template

***Note that the last column of the School Action Plan allows the validator to make notes opposite the targets – this may be beneficial when going around the school on a validation visit, for example.**

It is expected that the report below be completed by each Validator in determining the award to the school.

School:	
Award:	
Validators:	
Visit Date:	
<p>Comments on Outcome 1: Welsh ethos of the school</p>	
<p>Comments on Outcome 2: Welsh in the classroom</p>	

Comments on Outcome 3:

Welsh outside the classroom

Comments on Outcome 4:

Welsh activities and experiences
at school

Comments on Outcome 5:

Welsh activities and experiences outside school

How effectively does the school self-evaluate the impact of its planning in order to achieve the aim and objectives of the Siarter Iaith?

How effectively does the school identify its next steps in achieving the goal and objectives of the Siarter Iaith?

Further comments:

Have the award requirements been achieved?

The validator's initial comments and feedback to the school on how the school can continue on its Siarter Iaith path (while moving to the next award / continuing towards post-gold)

Appendix B: Siarter Iaith Cymraeg Campus Uwchradd (Secondary) Action Plan.

Short, medium and long-term targets need to be set to ensure growth across the school and cluster in the years ahead. Collaboration at all levels within the community is key, and it must be ensured that the stakeholders are all working towards the same ambitious objectives while fully committing to the goal.

Schools should ensure that they involve the whole school community when implementing the Siarter Iaith, including pupils, the whole workforce, parents, governors and the wider community. Schools should also make every effort to collaborate with other schools within their cluster, as well as specific efforts to work with relevant coordinators to ensure continuity and a seamless path of support for pupils.

The school's Siarter Iaith coordinator and the local coordinator are expected to work together in determining specific tasks that the school should undertake against each target. The school coordinator will complete this leaflet, identifying the evidence against each target. The document will also be used by the validator when validating the school for award.

Please note that Red, Orange and Green are included in the spreadsheet below. Each target can be designated a colour during the year to indicate whether the target has been completed (green), needs work (orange), has not yet been acted upon (red).

Implementation of the Siarter Iaith - Siarter Iaith Cymraeg Campus Uwchradd The Bronze award

Outcome 1: Welsh ethos of the school	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Displays celebrating Welsh language and culture are visible in some communal areas e.g. foyer, corridors.				
2. Some Welsh cultural events are celebrated on the school website and its digital platforms.				
3. Criw Cymraeg is elected and established; roles and responsibilities are delegated and regular meetings are held and minuted.				
4. Criw Cymraeg analyse data and identify areas to develop, and the Criw Cymraeg are beginning to organise Welsh events, activities and opportunities to speak Welsh.				

Outcome 2: Welsh in the classroom	Current Situation red, amber, green	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Welsh is beginning to be displayed in all classrooms. e.g. word/phrase of the week.				
2. Teachers and support staff give Welsh greetings and commands.				
3. Teachers and learners write some lesson basics in Welsh eg. Gwaith Dosbarth, the date, lessons aim, etc.				
4. Some learners use Welsh daily when greeting, expressing basic needs and respond to basic Welsh questions and commands.				

Outcome 3: Welsh outside the classroom	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Some learners greet, ask and respond to basic Welsh questions and commands outside the classroom and with visitors.				
2. Some staff and learners greet each other in Welsh during the school day.				
3. Some Welsh is evident in all assemblies/collective worship/gatherings.				
4. Reception staff are beginning to use Welsh in their correspondence with parents and visitors, and Welsh is an option on the phone system.				
5. Some staff use bilingual signatures and stationery in all emails.				
6. A Governor has delegated responsibility for Welsh/ Cymraeg Campus.				

Outcome 4: Welsh activities and experiences at school	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. The school liaises with Welsh language organisations to promote opportunities through the medium of Welsh e.g. yr Urdd, Menter Iaith.				
2. The school occasionally invites Welsh speakers/performers to engage with the learners.				
3. The school celebrates some important dates in the calendar e.g. Dydd Gŵyl Dewi, Dydd Miwsig Cymru, etc.				
4. Learners have access to and make some use of Welsh apps and websites.				
5. Learners have some opportunities to experience Welsh music.				

Outcome 5: Welsh activities and experiences outside school	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. The school organises Welsh local and/or national visits to develop learners' use and enjoyment of Welsh.				
2. Some learners participate in sport and cultural activities e.g. taking part in Urdd competitions and Eisteddfodau.				

Implementation of the Siarter Iaith - Siarter Iaith Cymraeg Campus Uwchradd The Silver award

Outcome 1: Welsh ethos of the school	Current Situation red, amber, green	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Displays celebrating Welsh language and culture are visible in many communal areas e.g. foyer, corridors, hall.				
2. An increasing number of Welsh cultural events are celebrated on the school website and its digital platforms.				
3. Criw Cymraeg is elected and established; roles and responsibilities are delegated and regular meetings are held and minuted.				
4. Criw Cymraeg analyse data and identify areas to develop, and the Criw Cymraeg are beginning to organise Welsh events, activities and opportunities to speak Welsh.				

Outcome 2: Welsh in the classroom	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Welsh is increasingly prominent in all classrooms. e.g. word/phrase of the week.				
2. Many teachers and support staff give Welsh greetings and commands.				
3. Teachers and learners write some lesson basics in Welsh eg. Gwaith Dosbarth, the date, lessons aim, etc.				
4. Most learners use Welsh daily when greeting, expressing basic needs and respond to basic Welsh questions and commands.				

Outcome 3: Welsh outside the classroom	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Most learners greet, ask and respond to basic Welsh questions and commands outside the classroom and with visitors.				
2. Most staff and learners greet each other in Welsh during the school day.				
3. There is an increasing use of Welsh in all assemblies/ collective worship.				
4. Reception staff are increasingly using Welsh in their correspondence with parents and visitors, and Welsh is an option on the school phone system.				
5. Most staff use bilingual signatures and stationery in all emails.				
6. The Governing Body takes an active role in overseeing the development of Welsh.				

Outcome 4: Welsh activities and experiences at school	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Welsh language organisations occasionally attend to provide activities through the medium of Welsh e.g. yr Urdd, Menter Iaith.				
2. The school regularly invites Welsh speakers/performers to engage with the learners.				
3. The school celebrates most important dates in the calendar e.g. Dydd Gŵyl Dewi, Dydd Miwsig Cymru, etc.				
4. Learners have access to and make regular use of Welsh apps and websites.				
5. Learners have regular opportunities to experience Welsh music.				

Outcome 5: Welsh activities and experiences outside school	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. The school organises Welsh local and/or national visits to develop learners' use and enjoyment of Welsh.				
2. Learners regularly participate in sport and cultural activities e.g. Taking part in Urdd competitions and Eisteddfodau.				
3. Learners occasionally visit local community organisations to allow for learners to practise their Welsh e.g. local homes for the elderly, local Council, etc.				

Implementation of the Siarter Iaith - Siarter Iaith Cymraeg Campus Uwchradd The Gold award

Outcome 1: Welsh ethos of the school	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Displays celebrating Welsh language and culture are visible in all communal areas e.g. foyer, corridors, hall.				
2. Welsh cultural events are regularly celebrated on the school website and its digital platforms.				
3. Criw Cymraeg is elected and established; roles and responsibilities are delegated and regular meetings are held and minuted.				
4. Criw Cymraeg analyse data and identify areas to develop, and the Criw Cymraeg are beginning to organise Welsh events, activities and opportunities to speak Welsh.				

Outcome 2: Welsh in the classroom	Current Situation red, amber, green	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Welsh is prominently displayed in all classrooms.				
2. The majority of teachers and support staff give Welsh greetings and commands.				
3. Teachers and learners write some lesson basics in Welsh eg. Gwaith Dosbarth, the date, lessons aim, etc.				
4. Nearly all learners use Welsh daily when greeting, expressing basic needs and respond to basic Welsh questions and commands.				

Outcome 3: Welsh outside the classroom	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Nearly all learners greet, ask and respond to basic Welsh questions and commands outside the classroom and with visitors.				
2. Nearly all staff and learners greet each other in Welsh during the school day.				
3. Welsh is extensively used in all assemblies/collective worship.				
4. Reception staff use Welsh in all correspondence with parents and visitors, and Welsh is an option on the school phone system.				
5. Nearly all staff use bilingual signatures and stationery in all emails.				
6. The Governing Body takes an active role in overseeing the development of Welsh.				

Outcome 4: Welsh activities and experiences at school	Current Situation <small>red, amber, green</small>	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. Welsh language organisations regularly attend to provide activities through the medium of Welsh e.g. yr Urdd, Menter Iaith.				
2. The school regularly invites Welsh speakers/ performers to engage with the learners.				
3. The school celebrates most important dates in the calendar e.g. Dydd Gŵyl Dewi, Dydd Miwsig Cymru, etc.				
4. Learners have access to and make extensive use of Welsh apps and websites.				
5. Learners have extensive opportunities to experience Welsh music.				

Outcome 5: Welsh activities and experiences outside school	Current Situation red, amber, green	Operation How? Who? When?	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
1. The school organises Welsh local and/or national visits to develop learners' use and enjoyment of Welsh.				
2. Learners regularly participate in sport and cultural activities eg taking part in Urdd competitions ac Eisteddfodau.				
3. Learners regularly visit local community organisations to allow for learners to practise their Welsh e.g. local homes for the elderly, local Council, etc.				