# 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 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 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:<br>Welsh in the classroom | Current Situation<br>red, amber, green | Operation<br>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 red, amber, green | 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:<br>Welsh activities and experiences at school | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh activities and experiences outside school | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh in the classroom | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh outside the classroom | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh activities and experiences at school | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh activities and experiences outside school | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh ethos of the school | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh in the classroom | Current Situation<br>red, amber, green | Operation<br>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 red, amber, green | 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:<br>Welsh activities and experiences at school | Current Situation<br>red, amber, green | Operation<br>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:<br>Welsh activities and experiences outside school | Current Situation<br>red, amber, green | Operation<br>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. | | | | |