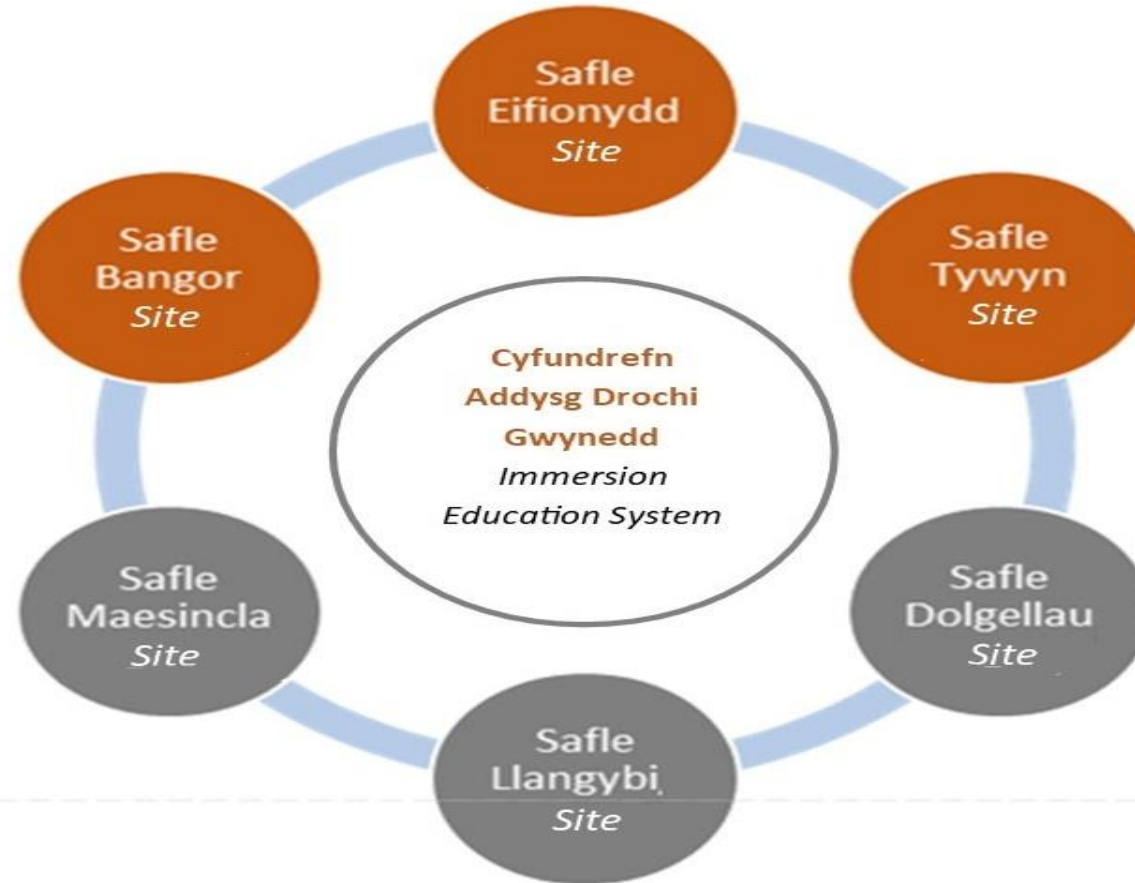


Cyngor Gwynedd Cabinet's Vision

To establish a Welsh-medium and bilingual education system that puts the needs of all our learners at the heart of our provision.

I would like to see a flexible immersion education system, which provides first-class education and training, supporting incomers to successfully acquire the Welsh language, as well as ensuring high quality provision, experiences and support through the medium of Welsh that respond to the needs of the learners and their families, and act as a means to equip them as independent and confident bilingual learners to enable them to succeed and thrive.

The Structure of the Organisation in terms of settings



Our Values



Designing the Curriculum for Our Immersion System

Step 1: Principles and Purpose

We started by establishing the principles of the curriculum which reflect the values, context, pedagogical methods and needs of our learners within our organisation. We discussed and defined our curricular principles, the unique factors of the communities of our language units, our vision and aspirations for all our stakeholders.

Step 2: Our offer for learners

After explaining our principles and purpose, we set out to identify our offer for learners. We considered the things we would not be willing to relinquish and how we intend to expand our curriculum with educational visits, extracurricular activities and other experiences to enrich the curriculum. We considered what learners will experience when they attend the language units and thought of ways to convey this.

Step 3: Breadth and Balance

We use the learning descriptions to draw together a wide variety of experiences, knowledge and skills. They are explored through a variety of contexts, areas of learning and experience and activities chosen in the curriculum design process. We also create links across Areas as appropriate. We help learners to apply the learning descriptions in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their language skills in Welsh, their understanding and their use of the key learning develops, stimulating deep thought, discussion and enquiry.

Step 4: Pedagogy

We have developed a strong vision in terms of learning and teaching which considers the 'why' for our curriculum, as well as the what and the how. Our vision recognises the essential role of the learning environment in supporting effective learning together with the use of information technology.

Step 5: Progression and Assessment

The progression of learners along the learning continuum between 3 and 16 years old is central to the Curriculum for Wales. We will use various assessment strategies that will enable every individual learner to make progress at an appropriate speed, ensuring that they are supported and challenged accordingly. We will assess our learners' Welsh language baseline at the start of the course and regularly track their progress before recording their attainment at the end of the course.

Step 6: Reviewing and Evaluating

As we have now established the curriculum for our immersion system, one important step is to regularly review its impact on teaching and learning, and make any adjustments or changes we need in order to strengthen and improve our provision. We will consider professional learning opportunities for staff arising from the priorities of our Improvement Plan.

Step 1: Principles and purpose - Immersing Learners through enriching experiences

Languages connect us.

- Languages connect us with people, places and communities. This Area is designed to equip learners, as citizens of a *bilingual* Wales in a *multilingual* world, with the ability to use Welsh, English and other languages in a *plurilingual* context. Meaningful language learning experiences go hand in hand with learning about one's own cultural identity as well as the cultural identities of others. Engagement with this Area can therefore foster in learners pride in their sense of identity and belonging to Wales as well as the world.
- By raising an awareness of the diversity of languages from a young age, the aim is to enable learners to recognise similarities between languages and to embrace the differences between them. Learning and experience in this Area can support learners to develop an understanding of the origins, evolution and features of a range of languages. This provides them with opportunities to develop their creativity, as well as a set of skills such as *mediation*, adaptability and empathy.

Understanding languages is key to understanding the world around us.

- Languages and *literacy* are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to *mediate* effectively.
- This Area aims to provide learners with opportunities to experience languages, as well as images, in a range of forms and *genres*. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of a range of languages in a *plurilingual* context. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact effectively as capable, informed citizens of Wales and the world.

Expressing ourselves through languages is key to communication.

- Clear and effective communication through language is an important life skill. It calls for the ability to use and adapt languages in a range of roles, genres, forms, media and styles and in a suitable *register*. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language and to *mediate*.
- In this Area, learners should be given opportunities to use languages in order to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding and build relationships. The learning and experience supports them to develop an awareness of how they use a range of languages to express themselves for different purposes and audiences. For Welsh or English this includes both speaking and writing.

Literature fires imagination and inspires creativity

- Literature expands horizons. In all its forms it can inspire and motivate us, while also helping us to learn more about language and communication.
- This Area provides learners with literary experiences that can engage them as listeners, viewers, readers, narrators and creators. These experiences support them to appreciate a creator's craft as well as develop their own creative skills. They should be encouraged to experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being. In all, the literary experiences offered aim to spark learners' imagination and creativity and help to build a lifelong love of literature.

Step 2: Our offer for learners



Step 3: Breadth and Balance

Designing the Curriculum for Wales -
AoLEs _____

What are the Key concepts that
need to be developed in this
statement?

How does this statement
promote the four purposes?

Is there an
opportunity for us to
address any cross-
cutting themes?

How can we apply
the statement in an
interesting way?

Statement of What Matters

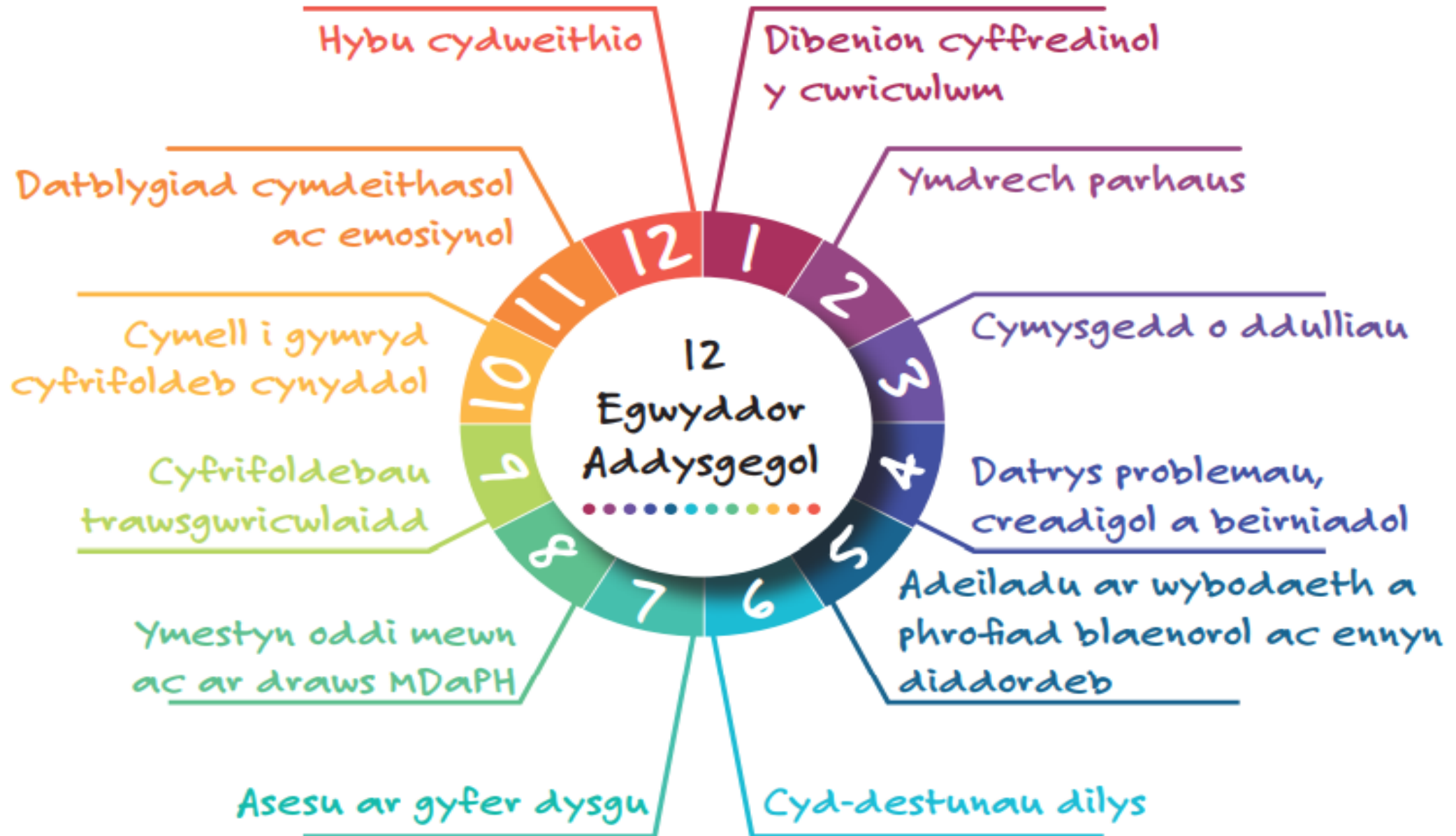
What experiences
can we offer to
enrich the area?

Is there a natural
connection with the
statements of what
matters in any of the
other AoLEs?

27 Statements of What Matters across the Six Areas of Learning and Experience

Expressive Arts	Health and Well-being	Humanities	Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Developing physical health and well-being has lifelong benefits.	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Languages connect us.	The number system is used to represent and compare relationships between numbers and quantities.	Being curious and searching for answers is essential to understanding and predicting phenomena.
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	How we process and respond to our experiences affects our mental health and emotional well-being.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Understanding languages is key to understanding the world around us.	Algebra uses symbol systems to express the structure of mathematical relationships.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Our decision-making impacts on the quality of our lives and the lives of others.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Expressing ourselves through languages is key to communication.	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	The world around us is full of living things which depend on each other for survival.
	How we engage with social influences shapes who we are and affects our health and well-being.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Literature fires imagination and inspires creativity.	Statistics represent data, probability models chance, and both support informed inferences and decisions.	Matter and the way it behaves defines our universe and shapes our lives.
	Healthy relationships are fundamental to our well-being.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.			Forces and energy provide a foundation for understanding our universe.
					Computation is the foundation for our digital world.

Step 4: Pedagogy



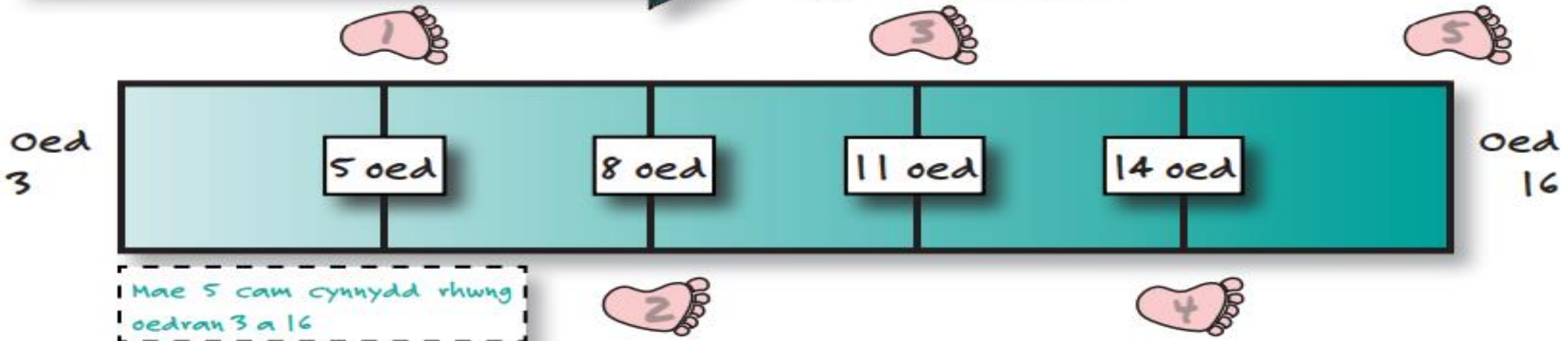
Step 5: Progression and Assessment

Egwyddorion Cynnydd

- Ehangder a dyfnder gwybodaeth cynyddol
- Dyfnhau'r ddealltwriaeth o'r syniadau a'r disgyblaethau yn y Meysydd
- Mireinio a soffistigeiddrwydd cynyddol wrth ddefnyddio a chymhwyso sgiliau
- Creu cysylltiadau a throsglwyddo dysgu i gyd-destunau newydd
- Cynyddu effeithiolrwydd

Caiff cynnydd ei gefnogi gan y disgrifiadau dysgu sy'n cynnig arweiniad ar sut y dylai dysgwyr ddangos cynnydd o fewn pob datganiad o'r hyn sy'n bwysig:

- ✓ wedi'u trefnu yn bum cam cynnydd sy'n cynnwys cyfeirbwyntiau ar gyfer cyflymder
- ✓ eu cyfleu o safbwynt y dysgwyr
- ✓ Wedi'i fframio'n fras i gynnal dysgu dros gyfres o flynyddoedd
- ✓ Yn fras maen nhw'n cyfateb i ddisgwyliadau ar gyfer oedrannau 5, 8, 11, 14 ac 16.
- ✗ Tasgau neu weithgareddau annibynnol.
- ✗ meini prawf asesu



The Four Purposes - Continua for children

Ambitious and capable	Ethical and informed	Healthy and confident	Enterprising and creative
Asking questions	Listening and responding	Looking after physical health	Observing and noticing
Responding to questions	Looking after others	Looking after mental and emotional health	Making links - literacy+numeracy+digital competence
Seeking a challenge	Environmental awareness and action	Using humour	Taking a risk when learning
Using previous learning	Cultural awareness	Perseverance and resilience	Being creative
Creating and using success criteria	Joint learning	Understanding how people learn	Problem solving
Target setting	Providing feedback	Being independent	Awareness of enterprise
Responding to feedback			
Self-assessment			
Assessing progress over time			

Principles of progression:

Learners will have varying proficiencies in their languages and, to ensure a robust foundation for second and subsequent languages, early steps (such as grapheme-phoneme correspondence) are revisited in each language.

• Increasing effectiveness as a learner

- As they move along the continuum of learning, learners will build on basic linguistic skills to develop a capability that enables them to overcome a range of communicative challenges successfully. These include, for example:
- asking increasingly sophisticated questions
- finding information independently
- making evaluative and critical judgements about the ideas and viewpoints and the means of communication in what they hear, read, and view
- using language effectively to convey their own ideas and viewpoints on various topics.
- They will develop the language skills necessary to discuss and evaluate their learning in languages.

Increasing breadth and depth of knowledge

- Progression in this Area is represented as a coherent continuum. The learner grows holistically in their understanding and purposeful use of languages, literacy and communication when listening and reading, when speaking and writing and when interacting and *mediating* in a wide range of contexts.
- Learners develop an increasingly sophisticated understanding of linguistic concepts that support the more conscious and self-aware development of skills to communicate effectively through speech, writing, gestures, images or other media.
- They also progress in their breadth and depth of conceptual knowledge by encountering ideas in languages and literature, initially in more personal and local contexts and moving as they progress to connect with more complex communications in a multilingual world. Learners thus acquire a gradually more nuanced understanding of different viewpoints and increasing command of the skills needed to interpret, evaluate, articulate and respond to differing perspectives.

Deepening understanding of the ideas and disciplines within Areas

- Progression in this Area is a continuum of increasingly complex engagement with ideas and communicative purposes and of development of language awareness. These are demonstrated in:
 - responding to communications when listening, reading, or receiving language in other ways
 - producing them when speaking and writing or through other means of communication.
- Drawing on a learner's whole linguistic repertoire – however uneven that may be – enables them to progress in all languages. Understanding linguistic concepts in the language of instruction, for example, can be applied to learning a new language, which facilitates progression in that language as well as improving understanding of the way in which their own languages work. While learners may be at different points of progression in different languages, a focus on *plurilingualism* allows them to call upon their knowledge of a number of languages to make sense of a spoken or written text, whatever their command of that language, and to increasingly understand and learn from the relationships between different languages.

Refinement and growing sophistication in the use and application of skills

- Progression in the refinement and sophistication of skills moves from literal and simple communicative purpose to more abstract, inferred or implied and nuanced levels of meaning with more complex purposes. Oral language precedes and underpins pre-literacy skills. Learners gradually develop greater awareness of language and more sophistication in using this awareness to achieve intended purposes in interpreting and producing communications in speech or writing or through other means.
- For younger learners the acquisition of language follows the same sequence as for older learners, although the speed at which it does so can vary considerably. As learners experience, engage with, understand and apply increasingly complex ideas and language awareness, accuracy and fluency in using communication skills grow.
- Progression in this Area is also seen in the production of language. As learners become more accomplished, they can adapt and manipulate language to communicate effectively to a range of different audiences. This allows learners to form and develop strong relationships and the confidence to use their voice in society.
- Second language learners may use formulaic language with few mistakes initially and, as they progress and when being more ambitious and spontaneous in their use of language, they may appear to make more mistakes. This intrinsic part of successful language learning leads to becoming more fluent and accurate language users. Second language or bilingual learners may not necessarily show the same pattern of linguistic progression as first language learners.

Making connections and transferring learning into new contexts

- Progression in this Area has a significant inter-relationship with the learning in all other areas. The learner moves forward along the progression continuum partly through exposure to rich challenges and resources offered by other areas of learning and experience. The thinking needed to understand and to communicate all learning is closely related to that which enables learners to develop receptive, interpretive and expressive language skills. They progress in the languages, literacy and communication set out in this Area alongside the development of disciplinary literacy in the other areas of learning and experience.
- The ability to transfer existing knowledge and skills into new contexts is an integral part of progression in this Area. As learners develop an understanding of additional languages, patterns of language use are identified, adapted and applied in new contexts. Modes of communication are adapted for different audiences, and to different disciplinary contexts. Skills in learners' first and second languages enable learning in subsequent languages. As learners progress, they will be able to make links within and between ways of communicating, making good choices about effective methods of communication.

Progression step 1	Progression step 2	Progression step 3
Languages connect us		
I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.	I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.	I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.
I am beginning to understand that there are different languages in my environment.	I can understand that people use different languages.	I can communicate in a growing range of languages.
I am beginning to talk with my peers in the language of the setting/school.	I am beginning to understand that there are similarities and differences between our languages.	I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning.
		I can understand how and why languages have evolved and are continually evolving.
		I can recognise and respect different accents and <i>dialects</i> .
	I am beginning to draw on information presented in one language and convey it in my own words in another.	I can receive information in one language and adapt it for various purposes in another language.