

## VICTORIA PRIMARY SCHOOL WELSH POLICY

This policy outlines the teaching and management of Welsh taught and learnt at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to Welsh and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community.

### AIMS

The school's aims in Welsh are to:

- Develop children's ability to ask and answer a range of questions and use an increasing range of phrases and sentences with some accuracy.
- Develop knowledge and understanding of important sentence patterns so that they can talk about their experiences, present personal and factual information and give a brief explanation.
- Provide opportunities where children can apply key skills to enhance their understanding of the Welsh language.
- Use appropriate vocabulary to communicate ideas.
- Develop children's confidence and pronunciation when speaking in front of peers.
- Develop independent writing, presenting ideas and information appropriately, proof read, edit and revise work.
- Develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness, open mindedness and willingness to tolerate uncertainty.

### PROVISION

- Curriculum maps have been updated to reflect changes as published in the Foundation Phase framework and Curriculum 2008 ensuring compliance with statutory orders.
- Schemes of work are being updated through collation of medium / short term planning that highlight changes in pedagogy and links between different subjects that complement key skills consolidation.
- Nursery have always implemented an experiential approach to learning, this is now being further developed in reception and is developing in years 1 & 2 as we prepare for full Foundation Phase implementation by 2010.
- Key stage two teachers have been planning for more enquiry based learning with pupils taking greater responsibility for their learning and thus developing more independent lifelong learning skills. Key skills development has been prioritised in the revised planning.
- These approaches will continue to be developed to improve children's key skills and subject specific skills before moving to thematic schemes of work across the whole school.
- Throughout the Foundation Phase and Key Stage 1 Welsh will be taught as an integral part of a theme linked with other curriculum areas where possible. Children in key stage 1 will follow the programmes of study in National Curriculum 2008 until the foundation phase areas of learning have

been 'rolled out' in all infant year groups. However, teacher's planning and delivery of lessons reflect the foundation phase ethos where pupils are encouraged to learn experientially.

- In Key Stage 2 Welsh is taught as a subject following a half termly topic. Links to other areas of the curriculum are made where appropriate.
- Children from years 3 to 6 follow the programmes of study set out in the National Curriculum 2008.

### ASSESSMENT, RECORDING AND REPORTING

- Assessment in Welsh is used to inform teacher's planning, with a variety of strategies used such as observation, discussion, marking, questioning and role play. Assessment for learning which is becoming embedded in the school encourages children to be more involved in their learning. (See ARR policy for more information)
- Whilst the most significant source of evidence for children's achievement will come from the on going evaluation of lessons, Optional Assessment Materials have been written into the scheme of work from year 2 to year 6 and occur at the end of the summer term.
- Information from assessment is used to inform the teacher's short term planning and to help the teacher identify ways forward for the pupils learning.
- Pupils progress in Welsh is recorded using field notes and teachers marking.

### MONITORING AND EVALUATION

The curriculum leader and senior management team are responsible for the monitoring standards annually and the curriculum leader prepares an annual self-evaluation report that feeds into the whole school improvement plan.

### EQUAL OPPORTUNITIES

- We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.
- More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.
- Most Welsh lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs. Liaison with the special needs coordinator will sometimes be necessary. However, a pupil whose difficulties are severe or complex may need to be supported by a special needs assistant in addition to appropriately differentiated tasks given by the teacher.

### RESOURCES

- Welsh resources are stored centrally on the Welsh book case outside the Junior Library. Welsh books and CD ROMS are kept in the relevant age phase libraries.

- Resources are audited on a regular basis by the subject leader and monies allocated to the purchase of new resources to ensure that the curriculum can be delivered in an exciting and stimulating manner.

**LINKS WITH THE LOCAL AND WIDER COMMUNITY**

Every opportunity is given to raising children’s awareness of the rich human and physical resources that are available to them both locally and nationally.

- External bodies are used to provide children with richer and more varied learning opportunities. Residential trips to Llangrannog, visiting Welsh theatre groups (theatre Iolo) are some examples of providers who enhance children’s learning in a variety of settings.
- Links with the feeder secondary school are exploited, with work booklets written into the scheme of work that begin in year 6 and continue in year 7, to ensure a smooth transition.

*This policy will be reviewed annually by the staff and the governing body curriculum committee.*

Signature of headteacher: ..... Date: .....

Signature of chairman of governors: ..... Date: .....

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY,  
MOTIVATE, CHALLENGE AND INSPIRE US SO THAT TOGETHER  
WE AIM FOR THE STARS.**