

# School categories according to Welsh-medium provision

Non-statutory guidance document December 2020 - Draft

## Contents

<b>Executive Summary</b>	<b>3</b>
<b>Part 1 – Why do we need to categorise schools according to their Welsh-medium provision?</b>	
1.1 Policy background and context	5
1.2 Welsh-medium immersion education: what is it?	5
1.3 Why do we need school language categories?	6
1.4 What are the statutory requirements around school language categories?	7
1.5 What is the current picture with regard to school language categories in Wales?	8
<b>Part 2 – Introducing the new categories</b>	
2.1 What are the main changes proposed?	10
2.2 The categories	12
2.3 Transitional Sub categories	20
2.4 How will this all work in practice?	20
<b>Part 3 – Implementing the new school language categorisation arrangements</b>	
3.1 Working together	22
3.2 Communication with parents and carers: what should schools and local authorities include in prospectuses?	22
3.3 Moving from the current categorisation arrangements to the new arrangements – how will it happen?	22
3.4 What happens when a school doesn't wholly align with a category?	22
3.5 What happens if a school does not agree with its category?	23
3.6 Do all schools have to move?	23
3.7 What do local authorities and schools need to do to implement this guidance?	23
3.8 What do we all need to do?	24

## Executive Summary

All schools and local authorities in Wales have to tell parents and the Welsh Government in what language they intend to teach. In Wales, this can be through either English or Welsh, or through a combination of both languages.

Since 2013, local authorities have been required to prepare a Welsh in Education Strategic Plan (“WESP”). These (made under sections 84-87 of the School Standards and Organisation (Wales) Act 2013) show how the local authority will improve the planning of Welsh-medium education and for improving the standards of that education and of the teaching of Welsh in its area.

New regulations for WESPs came into force in 2020. We did this so that the WESPs would better support our national ambition for the Welsh language outlined in *Cymraeg 2050: A million Welsh speakers*.

Our policy for school categories according to Welsh-medium provision is part of wider education reforms. We are introducing a new curriculum from 2022, and we need to ensure alignment across all policy areas. We have developed the draft categories in accordance with this need.

This guidance sets out our policy for school categories according to Welsh-medium provision. We’ve drafted it to provide clearer information for parents/carers first and foremost, and so that local government and Welsh Government can have accurate information on the extent to which education is provided through the medium of Welsh.

We want to simplify the categories by reducing the number to three in the primary sector and three in the secondary sector. While three categories are introduced for both the primary and secondary sectors, the same criteria isn’t used to define the nature of their provision. In **primary schools**, we recommend that the **language provision offered** should be categorised rather than the whole school as an institution, meaning a primary school could be a Category 1 and 2 or Category 2 and 3 school according to the provision it offers. In the **secondary sector**, we recommend that schools be **categorised as whole institutions**, although it is possible that specific development plans will be necessary for secondary schools which currently have a Welsh language stream.

Since one of the intentions of the new categorisation system is to increase Welsh-medium provision, we will also be introducing two transitional sub-categories in the primary sector and two in the secondary, to facilitate the process for schools wishing to increase their provision and move to the next category. This will allow schools to grow their Welsh language provision over an extended period.

We will also use numbers as headings for the categories, so Category 1, 2 and 3, which will be accompanied by an explanatory paragraph distinguishing the different types of schools. This provides an opportunity to explain to parents the scope of the Welsh language provision on offer and what they might expect their children to achieve linguistically.

With these new categorisation system, one of the core principles should be that schools should not offer less Welsh language provision than was offered in the past.

## Part 1 – Why do we need to categorise schools according to their Welsh-medium provision?

### 1.1 Policy background and context

*Cymraeg 2050: A million speakers* sets out our vision for the Welsh language. We want to increase the number of Welsh speakers from 562,000 in 2011 to 1 million by 2050. We also want to make sure that we increase the opportunities to use the language socially and in the workplace.

The education system plays a key part in achieving this vision. *Cymraeg 2050* states that Welsh-medium immersion education is the principal method for ensuring that children are able to develop their Welsh language skills, and for creating new Welsh speakers. We also need to increase the number of learners in English-medium and bilingual schools who are learning Welsh successfully. It's a particular priority to ensure that more bilingual schools introduce a greater proportion of the curriculum in Welsh to give learners a strong linguistic foundation.

The new Curriculum for Wales has a renewed focus on tailored learning that works to the strengths of our learners. It offers flexibility for schools to decide how best to ensure their learners make progress in Welsh. The area of learning and experience for languages, literacy and communication in the new curriculum is based on a continuum or framework of progression in languages, starting with little or no language and working towards proficiency. This will enable learners with Welsh language skills, even if it's just a little, to develop and build on their skills and confidence during the course of their statutory education and post-statutory careers.

### 1.2 Welsh-medium immersion education – what is it?

Schools providing Welsh-medium education use Welsh to deliver the curriculum. Learners in these schools come from a variety of linguistic backgrounds, some from homes where Welsh is spoken and others where Welsh is not spoken. Learners receiving their education through the medium of Welsh and who do not speak Welsh at home undergo a process of language immersion (the target language in this case is Welsh). All learners in Welsh-medium education are taught in the same classroom, whether or not they speak Welsh at home.

Examples of schools practising immersion can be found all over the world. The Canadian model for implementing immersion is widely documented. It shows that learners need to be taught fully through the target language for two to three years to ensure language competence is developed sufficiently. Another language is then introduced.

This is the model we use in Wales. It means that learners are taught fully in Welsh up to and including the school year in which the majority of learners turn 7. After that, we introduce English as a subject, and to varying degrees as a medium of instruction. Welsh remains the predominant language of the classroom.

### 1.3 Why do we need school language categories?

Welsh-medium provision varies between and within local authorities. Whilst Welsh is used as the medium of teaching for all or most subjects in Welsh-medium schools, others provide lessons in a combination of English and Welsh to a greater or lesser extent, or have separate English-medium and Welsh-medium streams. Often this reflects the way individual local authorities have decided how best to ensure learners educated bilingually achieve fluency in Welsh and English, as well as the linguistic nature of the area concerned.

We first introduced school language categories in 2007 in an attempt to provide a coherent picture of how Welsh immersion education was being implemented as well as provide consistency by grouping schools implementing similar immersion methods. These were first published in the non-statutory guidance<sup>1</sup> *Defining schools according to Welsh medium provision* and included numerous categories - 5 categories in the primary sector and 4 in the secondary sector (including 4 sub-groups).

Despite this, categories have not always been used accurately. They are often misinterpreted. This can cause confusion for parents and inaccurate marketing of the school's provision within school prospectuses/promotion materials. There was also no formal monitoring process to ensure that the Welsh-medium provision offered by schools reflected the criteria set out in the category and guidance.

This ambiguity around school categories no longer supports commitments made in local authorities' Welsh in Education Strategic Plans (WESPs) to increase Welsh-medium provision within schools and to undertake the statutory process of changing a school's category. Bringing clarity to the arrangements will facilitate this process so that local authorities can reach the targets set out in their Plans. That is the point of this document.

Clarity around the language medium of schools is also important as we roll out the new Curriculum for Wales. For the first time, the new curriculum will have a clear continuum of progression and expectations of Welsh Language acquisition across all school settings. The curriculum implementation plan and new national network of teaching professionals will help support progression in Welsh and the achievement of a Welsh language continuum.

Although curriculum design and delivery is the responsibility of individual schools, it should be considered within the overarching policy of categorising schools according to Welsh-medium provision. Schools and local authorities should work together to ensure that school categorisation is aligned with the local authority's commitment to increase the amount of Welsh-medium provision in accordance with its WESP.

We've worked to ensure strategic alignment between the categories and the Descriptions of learning within the Languages, Literacy and Communication Area of Learning and Experience in the new Curriculum for Wales.

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<sup>1</sup> <https://gov.wales/sites/default/files/publications/2018-02/defining-schools-according-to-welsh-medium-provision.pdf>

## 1.4 What are the statutory requirements around school language categories?

There is specific legislation that sets duties and requirements on schools and local authorities to provide parents/carers with information about the language medium in which the curriculum is delivered. *The School Information (Wales) Regulations 2011*<sup>2</sup> sets out the information to be published by schools and local authorities in their individual school and authority wide composite prospectus. This includes information about school language categories for the purposes of PLASC (Pupil Level Annual School Census). Schedule 2 to the regulations sets out the general information to be published by local authorities in their school prospectus which includes the language category used by the school governing body in the most recent PLASC return which most closely describes the school.

Regulations made under the *School Standards and Organisation (Wales) Act 2013* ("the 2013 Act"), require local authorities<sup>3</sup> to prepare a Welsh in Education Strategic Plan ("WESP"). These regulations set out the matters that must be included in a local authority WESP which include the requirement to 'set a target outlining the expected increase during the lifespan of the Plan in the amount of Welsh-medium education provided in its maintained schools which provide education through the medium of both English and Welsh'. This is a statutory requirement in which the authority must take a strategic lead.

Section 42 of the 2013 Act provides that a local authority or governing body may make proposals to make a regulated alteration to a school. Schedule 2 to the 2013 Act describes regulated alterations in relation to schools. This includes any alteration to the language medium of the school which falls into table 1 of paragraph 7 or table 2 of paragraph 8 of the Schedule.

Any such changes require compliance with requirements imposed by the School Organisation Code, made under Sections 38 of the 2013 Act.

When consulting on school organisation proposals, local authorities and schools should consider how proposals support the targets in the local authorities' WESP, including how the proposal could expand or reduce Welsh-medium provision. If proposals being consulted on would end up reducing Welsh-medium provision, local authorities and schools must set out the reasons.<sup>4</sup> School categorisation is often driven by the WESP, therefore local authorities are best placed to lead on the initial implementation of this guidance due to their statutory duties to comply with the WESP regulations.

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<sup>2</sup> <https://www.legislation.gov.uk/wsi/2011/1944/contents/made>

<sup>3</sup> <http://www.legislation.gov.uk/anaw/2013/1/part/4/enacted>

<sup>4</sup> <https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>

## 1.5 What is the current picture regarding school categories in Wales?

Primary and secondary schools currently follow different categories arrangements in accordance with the 2007 guidance, *Defining schools according to Welsh medium provision*. It should be noted that this draft guidance, and therefore the arrangements currently in place, are non-statutory.

### Primary schools

**Primary schools** fall into one of the five categories below:

#### Welsh-medium schools

Foundation phase pupils are taught through the medium of Welsh and at least 70% of the teaching in Key Stage 2 is through the medium of Welsh.

#### Dual Stream schools

English-medium provision and Welsh-medium provision exist more or less side by side.

#### Transitional schools: Welsh-medium with significant use of English

Foundation phase pupils are taught through the medium of Welsh and both languages are used to teach Key Stage 2, but more emphasis is given to the Welsh language, so that it's used to teach over 50%, and up to 70% of the curriculum.

#### Predominantly English-medium schools but with significant use of Welsh

Foundation phase pupils and Key Stage 2 pupils are taught in both languages, but more emphasis is given to the English language. The Welsh language is used to teach between 20%-50% of the curriculum generally.

#### English-medium schools

Foundation phase pupils are taught through the medium of English. English is the main medium of teaching Key Stage 2, but Welsh is taught as a second language, and perhaps some aspects of some subjects may be taught through the medium of Welsh.

### Secondary schools

**Secondary schools** fall into one of the four groups below.

#### Welsh-medium schools

Every subject, apart from English, is taught through the medium of Welsh.

#### Bilingual schools

There are four sub-categories to this category, according to the percentage of subjects taught through the medium of Welsh, and whether or not the same provision is offered in English.

- **Type A:** At least 80% of the subjects (apart from English and Welsh) are taught through the medium of Welsh only to every pupil. One or two subjects may be taught to some pupils through the medium of English or in both languages.



- **Type B:** At least 80% of the subjects (apart from English and Welsh) are taught through the medium of Welsh, but they are also taught through the medium of English
- **Type C:** 50%-79% of the subjects (apart from English and Welsh) are taught through the medium of Welsh, but they are also taught through the medium of English
- **Type D:** Every subject (apart from English and Welsh) is taught to every pupil using both languages.

#### **English-medium schools but with significant use of Welsh**

Both languages are used to teach subjects, with 20-49% of the subjects taught through the medium of Welsh. Also, every subject will usually be taught through the medium of English as well.

#### **English-medium schools**

The pupils are mainly taught through the medium of English and Welsh is taught as a second language up to Key Stage 4.

## Part 2: Introducing the new categories

### 2.1 What are the main changes proposed?

#### The number of categories

We've reduced the overall number of categories across primary and secondary to 6. Although the same number of categories are recommended for both sectors, they don't correspond entirely because the organisational structure of provision and patterns of progression are somewhat different in the two sectors. Having only three categories would lead to a situation where explaining the provision is easier, and more understandable to parents and school governors. This also takes into account the analysis of PLASC data undertaken during review of the current categorisation arrangements, which suggests that schools in Wales broadly fall into three groups.

Schools that have committed to move from one category to another will be identified as transitional schools, or T2 or T3 schools in order to facilitate a more seamless journey from one category to another.

#### Differences in categories between primary and secondary sectors

In the primary sector, we've introduced the ability to categorise the provision rather than a whole school. This means that primary schools currently in the dual stream category will be able to record their provision in more than one category, such as category 1 and 3 (as is the case for current dual stream schools). Primary schools wishing to increase their provision gradually can then also categorise streams or classes within a school to reflect this. For example, this could mean a category 2 school wishing to develop Welsh medium provision starting with a Welsh medium reception class would categorise itself as category 2 and 3.

Primary schools recording its provision in two separate categories (following discussion with its local authority) should clearly outline to parents the expected linguistic outcomes for learners following the different streams.

Linguistic progression in Welsh (in terms of subjects followed through the medium of Welsh) becomes more challenging as pupils transfer to the secondary sector and increases as pupils progress through each year group. For this reason, it is proposed that in categorising secondary schools, it would be good practice to use two criteria to support schools and governing bodies to increase progression levels. Therefore, it is proposed that Category 2 and 3 models be defined according to an input and output model, namely:

- the range of areas of learning and experience offered through the medium of Welsh by the school;
- the percentage of pupils following those areas of learning and experience through the medium of Welsh up to the age of 16.

## **The principle of not reducing provision**

One of the core principles in introducing the new arrangements is that schools should not offer less Welsh-medium provision in the future than has been the done in the past. In reducing the number of categories, there is the option for schools to grow their Welsh language provision within that category.

## 2.2 The Categories

### Primary School Categories

School categories – Primary Sector		
Category 1 English-medium/School/Stream/Class		
Category description	What does this mean for schools and local authorities?	Educational / linguistic outcome
<p>Learners are taught mainly through the medium of English.</p> <p>At least 10% of the Curriculum is taught in Welsh.</p>	<p>Welsh is taught and assessed as part of the area of learning and experience for languages, literacy and communication.</p> <p>English is the main day-to-day language of communication for the school.</p> <p>The importance of occasional Welsh is recognised in order to create a Welsh ethos within the school.</p> <p>The school communicates with parents/carers in English.</p>	<p>Learners are able to speak, read, listen and write in English according to their age and ability and have some understanding of Welsh.</p>

<b>Category 2</b> <b>Welsh/English School/Stream/Class</b>		
<b>Category description</b>	<b>What does this mean for schools and local authorities?</b>	<b>Educational / linguistic outcome</b>
<p>Learners are taught using Welsh and English equally.</p> <p>50% of the Curriculum is taught in Welsh and 50% in English.</p>	<p>Welsh and elements of the areas of learning and experience taught in Welsh are assessed in Welsh, and elements of the areas of learning and experience taught in English are assessed in English.</p> <p>Where Welsh is used as a medium of learning, occasional English is used at times to reinforce learners' understanding.</p> <p>The school communicates with parents/carers in both Welsh and English.</p>	<p>Learners are able to speak, read, listen and write in English according to their age and ability.</p> <p>Learners are able to speak, read, listen and write in Welsh in a wide range of familiar contexts.</p>
<b>Category 3</b> <b>Welsh-medium School/Stream/Class</b>		
<b>Category description</b>	<b>What does this mean for schools and local authorities?</b>	<b>Educational / linguistic outcome</b>
<p>Learners are taught mainly through the medium of Welsh</p> <p>Up to and including the school year in which the majority of learners turn 7, all learners are taught fully in Welsh. Thereafter, at least 80% of the Curriculum is taught in Welsh.</p>	<p>Welsh is introduced either as a first language or through immersion education methods.</p> <p>English will be introduced from the school year in which the majority of learners turn 7 onwards.</p> <p>Learners are assessed mainly in Welsh, with assessments in English as appropriate.</p>	<p>Learners are able to speak, read, listen and write in Welsh according to their age and ability.</p> <p>Learners are able to speak, read, listen and write in English according to their age and ability.</p>

	<p>Welsh is the language of the school on a day-to-day basis.</p> <p>The school communicates with parents/carers in both Welsh and English.</p>	
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## Secondary schools categories

School Categories – Secondary Sector		
Category 1 English-medium		
Category description	What does this mean for schools and local authorities?	Educational / linguistic outcome
<p>Learners are taught mainly through the medium of English.</p> <p>At least 10% of the Curriculum is taught in Welsh.</p>	<p>Learners study the majority of curricular areas through the medium of English.</p> <p>Welsh is taught as part of the area of learning and experience for languages, literacy and communication for all Learners up to the age of 16 to enable them to reach the appropriate stages of progress.</p> <p>English is the main day-to-day language of communication for the school.</p> <p>The importance of occasional Welsh is recognised in order to create a Welsh ethos within the school.</p> <p>The school communicates with parents/carers in English.</p>	<p>Learners are fluent in English and are able to speak, read and write English according to their age and ability.</p> <p>Learners have developed enough Welsh language skills to communicate in a range of specific contexts.</p>

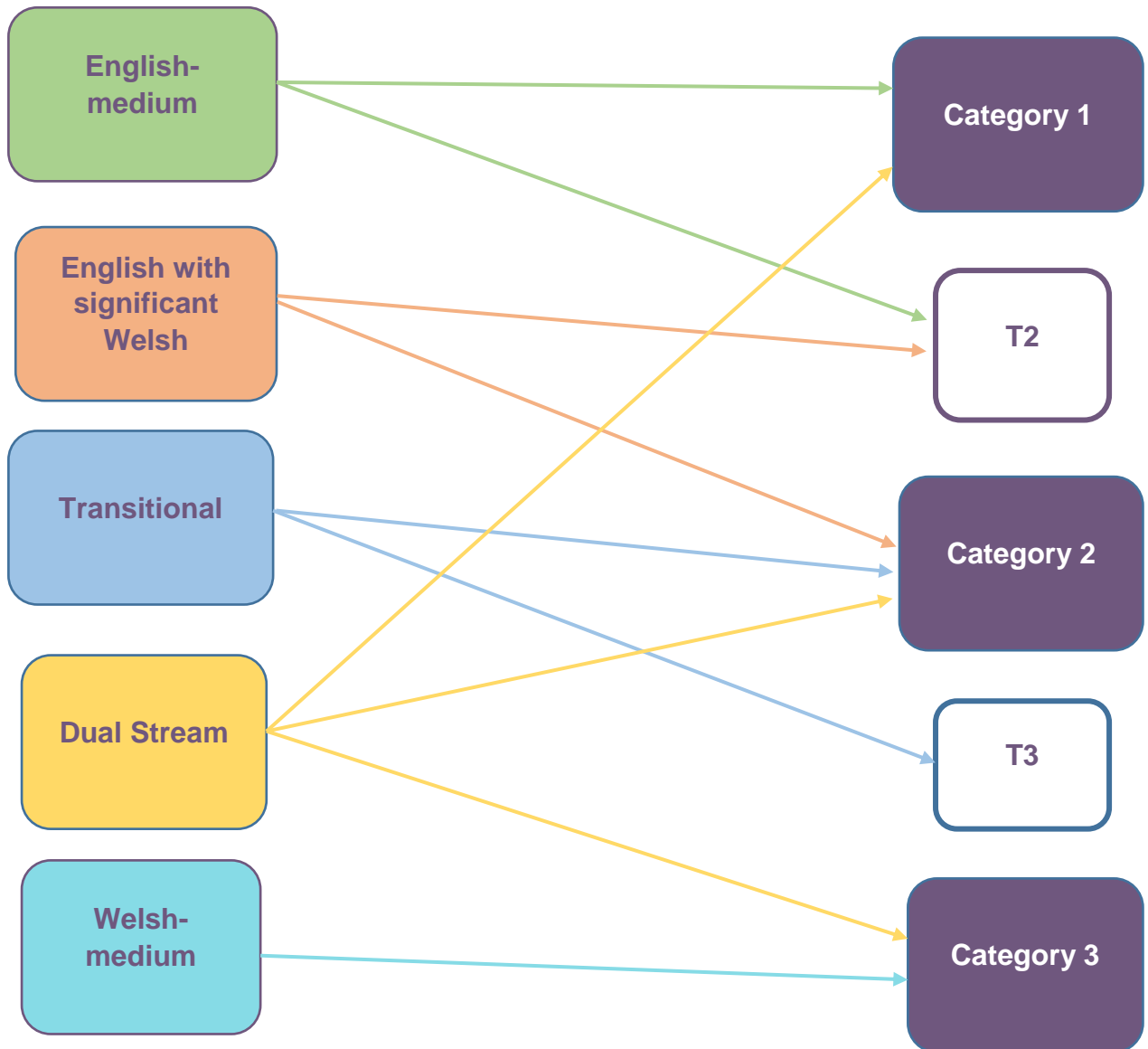
<b>Category 2</b> <b>Welsh/English School</b>		
<b>Category description</b>	<b>What does this mean for schools and local authorities?</b>	<b>Educational / linguistic outcome</b>
<p>Learners are taught using Welsh and English in accordance with the curricular offer.</p> <p>An appropriate range of subjects are offered in Welsh (at least 40%).</p> <p>At least 40% of learners follow areas of learning in at least 3 subjects in Welsh (or equivalent within the current curriculum and excluding English and Welsh) up to the age of 16.</p>	<p>Welsh is used significantly in the everyday life of the school.</p> <p>A high priority is given to creating a Welsh ethos in the school.</p> <p>English and Welsh are used as languages of communication with learners as appropriate.</p> <p>The school communicates with parents/carers in both Welsh and English.</p>	<p>Learners who follow subjects through the medium of Welsh and English are able to speak, read and write in Welsh and English according to their age and ability.</p> <p>Learners following subjects through the medium of English are able to speak, read and write in English according to their age and ability.</p>
<b>Category 3</b> <b>Welsh-medium School</b>		
<b>Category description</b>	<b>What does this mean for schools and local authorities?</b>	<b>Educational / linguistic outcome</b>
<p>Learners are taught mainly through the medium of Welsh.</p> <p>At least 70% of the Curriculum is taught in Welsh.</p> <p>At least 70% of learners follow areas of learning in at least 5 subjects in Welsh (or equivalent within the current curriculum and</p>	<p>The school has a Welsh ethos.</p> <p>Welsh is the main language of communication for the School.</p> <p>The school communicates with parents/carers in both languages.</p>	<p>Learners are fluent in both Welsh and English (speaking, reading, listening, writing).</p> <p>Learners are able to communicate confidently in a variety of contexts in Both Welsh and English, in accordance with curriculum expectations and according to their age and ability.</p>



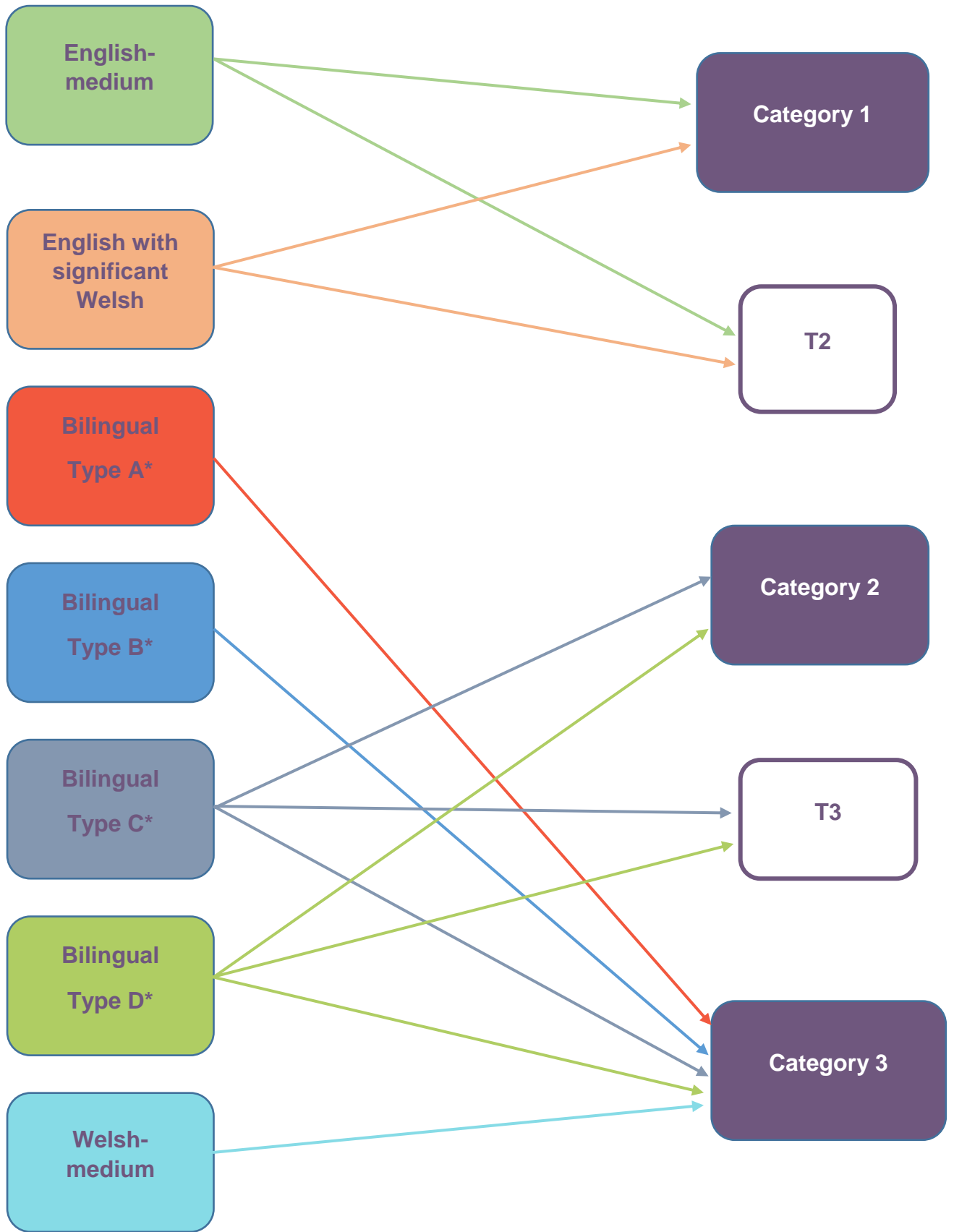
excluding English and Welsh).		
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## How schools can transfer into the new categories

### Primary sector



**Secondary sector**



\* Please refer to Page 8 for Bilingual Schools type

## 2.3 Transitional sub categories

To help encourage an increase in Welsh-medium provision, we have included what we call, ‘transitional sub-categories’ which are created as bridging categories. These transitional arrangements would enable schools to be flexible as they develop the way of increasing Welsh-medium provision in the method that is most suitable to them. We emphasise here that the aim of the transitional sub-category is to increase the Welsh-medium provision, in order to facilitate schools moving to the next category.

A transitional category should not be permanent. Local authorities’ plans for categorising schools according to Welsh-medium provision should be agreed between schools and local authorities and thereafter outlined in the local authority’s WESP. A transitional category should not exceed a maximum period of 10 years. Transitional categories should be identified to aid monitoring and identify the support required from stakeholders to assist progression. It is recommended that schools should be in the transitional sub-category for at least 5 years and no more than 10 years in order to successfully oversee a seamless transition from one category to another.

A school may transfer directly to the transitional sub-category if the school and the local authority have identified the potential for the school to move to another category. It will be necessary to ensure that a plan is agreed with the local authority to support the school in preparing for an increase in their provision of the Welsh language. Any school in a transitional sub-category should indicate this in their school prospectus. With regard to local authorities, this should be noted in their authority wide composite prospectus. If the co-planning between the school and the local authority reaffirms the potential and desire to move the school to category 2 or 3, the process to consult on the regulated alteration should begin, as outlined in the School Organisation Code 2018.

## 2.4 How will this all work in practice?

### Primary and secondary categories <sup>5</sup>

The number of categories for primary and secondary sector will be the same, three categories and two transitional sub categories in each sector. This will offer the same opportunity for schools within both sectors to move from one category to another through the transitional sub categories. However, the descriptions which define each category will vary to reflect the differences in curriculum design and delivery between the primary and secondary sector.

Most schools will fall into category 1 English-medium or category 3 Welsh-medium. Others, currently categorised as bilingual schools – 2A, 2B, 2C or 2D, or English with significant use of Welsh, Welsh with significant English use, could fall into category 2, or transfer straight away into one of the transitional sub-groups. A small number of schools may need to be newly categorised, in category 1, 3 or transitional.

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<sup>5</sup> All through schools are subject to the arrangements of designating provision. Therefore if there is a variation in the category between the primary and secondary, this will be recorded in PLASC data if necessary.

## **Learners moving from primary to secondary**

For the majority of learners it will be a matter of transferring to the secondary school equivalent category. However, it would also be possible for a learner who has attended an English-medium primary school to transfer to a category 2 or 3 secondary school. Late immersion provision is offered in some areas to support learners wishing access this. Local authorities should ensure that the options available locally to support these learners is clearly outlined in their Composite Prospectuses.

Additionally, where bilingual provision is situated in a dual stream school where the other stream is Welsh-medium, learners could be given the option to transfer to the Welsh medium stream during their primary education if they wish to continue their secondary school learning in Welsh medium.

## **School evaluation and improvement plans**

Schools identified as having the potential and desire to increase their provision of Welsh will likely need the support and steer of the local authority and others such as the regional consortia and Estyn to agree on milestones to keep progress on track. Any milestone targets agreed with the local authority should align with the Welsh Government's new framework on evaluation and improvement in schools.

## **Part 3: Implementing the new school categorisation arrangements**

### **3.1 Working together**

Working together is the best way of achieving success during all stages of the transition process from the early planning stage to the monitoring. Local authorities will need to lead a partnership of those who can contribute to achieving this vision. This could include individual schools, regional consortia, Estyn, RhaG, local Welsh-medium education forums, amongst others.

### **3.2 Communication with parents and carers: What should schools and local authorities include in prospectuses?**

Individual school prospectuses should include the new categories and ensure that the information offered is clear for parents/carers.

School governors can use the categories to describe their school in the school prospectus from September 2021 onwards. The School Information Regulations require that school prospectuses and local authority Composite Prospectus reference the PLASC categories in its area as outlined in Part 1 above.

### **3.3 Moving from current categorisation arrangements to the new arrangements – how will it happen?**

Local authorities are responsible for grouping schools into the new categories initially. Consultation is not necessary where there is a clear correlation between current categories and the new numbered categories. Local Authorities are encouraged to discuss the process with individual schools. The in-depth analysis of 2018 PLASC data undertaken as part of the review into existing arrangements confirmed that of the 1261 primary and 194 secondary schools in Wales, the vast majority of schools fitted neatly into one of these new categories. A timeline for moving all schools to the arrangements can be found at the end of this document.

### **3.4 What happens when a school does not wholly align with a category?**

If a school doesn't wholly align with one of the three categories, local authorities can provisionally and/or conditionally categorise them into one or suggest moving directly into a transitional sub-category. This should be based on specific criteria and the outcomes set out within the categories. This means for example that when placing a school into a new category, if that school currently classed as category 2 but is very close to achieving category 3, the local authority and school can agree on a short term plan for the school to move to the next category.

### **3.5 What happens if a school does not agree with its category?**

A school would need to evidence why it no longer fits into a category. Changing a category would be considered a regulated alteration requiring consultation to change the language provision. The School Organisation Code outlines what is considered to be a regulated alteration as set out under Schedule 2 of the 2013 Act.

### **3.6 Do all schools have to move?**

We expect all schools, whatever their category to develop their Welsh-medium provision according to the new curriculum. However, there is no requirement for schools to move between categories. If there is a desire to move to another category, this guidance could be the vehicle to help schools achieve their curriculum's aims with regards to the delivery of Welsh, whether by moving to a new category or increasing capacity within their current category.

### **3.7 What do local authorities and schools need to do to implement this guidance?**

Some schools may already be on the journey towards the next category. For others, this guidance will mark the first step in discussions between them and local authorities and schools.

Local authorities will drive the process. There are a number of conditions that need to be in place for schools to successfully undertake this process and local authorities will already be aware of where schools are in terms of ensuring the necessary conditions are in place.

Leadership and commitment is key to the entire process. This leadership needs to come from the school governing body, head teacher and senior management team, and the local authority must support this leadership throughout the school's journey. Schools and local authorities will want to work hard to ensure that parents are supportive, engaged and understand the process fully from the outset.

Governing bodies will need to plan its workforce in line with this guidance and with the objective set out within the WESP to increase the number of teaching staff able to teach Welsh as a subject and teach through the medium of Welsh.

Schools who wish to move to the next category will need a core number of staff who are able to teach through the medium of Welsh and should already be in place. You will need to plan to increase provision over time, which will also mean planning the development of the workforce at the same time. The data collected via the School Workforce Annual Census on the Welsh language skills of practitioners and their ability to teach through the medium of Welsh should be used to inform this workforce planning at a school, local authority or regional level. This may lead to the school appointing new members of staff who are able to teach through the medium of Welsh and English and / or supporting teachers to develop their Welsh language skills in order to teach through the medium of both languages. The latter is in accordance with the Professional Standards for Teaching and Leadership that

requires all practicing teachers to “actively seek opportunities to apply and extend their understanding and skills in the use of the Welsh language” throughout their careers. We encourage schools to make use of the professional learning available for practitioners. This includes the Welsh Government’s Sabbatical Scheme, which is designed to develop and improve practitioners’ Welsh language skills and improve their confidence to teach through the medium of Welsh. Welsh language professional learning is also delivered by the regional consortia, and there is some provision for teachers available via the National Centre for Learning Welsh.

Secondary schools could also use the Welsh Government’s E-sgol project which uses video technology to connect classrooms so learners from one school can join classes at other schools remotely, enabling students to access a greater range of subjects at GCSE and A level through the medium of Welsh.

### 3.8 What do we all need to do?

Action	Who’s responsible?	Date required
Map current education provision according to Welsh language teaching and learning in schools using PLASC data as a baseline.	Local authorities	From July 2021
Agree with all maintained schools’ Governors which category best describes the school in terms of the linguistic vision outlined in the local authority’s WESP.	Local authorities	From July 2022
Include the PLASC categories and new categories in Composite Prospectus.	Local authorities	From September 2022
Include the categories in school prospectuses and provide this information to LAs to include in the Composite Prospectus.	Governors of all maintained schools	From September 2022
Help schools to record the correct PLASC category.	Local authorities	From January 2023
Record the data in its new form on the School Information Management	All maintained schools	From September 2022 (ready for PLASC data collection each January)



Action	Who's responsible?	Date required
System prior to the annual data collection process.		