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Welsh Government



Guidance on Welsh in Education Strategic Plans

Guidance on Welsh in Education Strategic Plans

Audience

Local authorities; education bodies involved or interested in Welsh in Education Strategic Plans, including schools, regional consortia, teaching unions, Estyn, awarding organisations, practitioners, public bodies, and others with an interest.

Overview

This guidance sets out how local authorities should comply with the provisions in relation to the Welsh in Education Strategic Plans (WESP) in the School Standards and Organisation (Wales) Act 2013 ('the Act') and regulations made under it.

This statutory guidance is issued under section 87(5) of the School Standards and Organisation (Wales) Act 2013 which provides that local authorities must have regard to it.

Further information

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Additional copies

This document is available on the Welsh Government website at gov.wales/welsh-in-education

Related documents

Prosperity for All: the national strategy (2017); *Taking Wales Forward 2016-2021* (2016); *Cymraeg 2050: A million Welsh speakers* (2017); *Education in Wales: Our national mission, Action plan 2017–21* (2017); *Education in Wales: Our national mission, Update October 2020* (2020); Progressive Agreement between the First Minister and the Minister for Education; *Welsh in education: Action plan 2017–21* (2017); *Improving the Planning of Welsh-Medium Education – Recommendations of the Welsh in Education Strategic Advisory Board* (2019); *The Independent Review Report to re-define schools according to their Welsh-medium education provision* (2020).

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Ministerial foreword



“We’re starting a new chapter in how we plan Welsh in education together. *Cymraeg 2050*: our strategy for A million Welsh speakers is the bedrock for this. Our contributions today, and your contributions in implementing your Welsh in Education Strategic Plans (WESPs) over the next 10 years, will help us get to a million Welsh speakers. Every learner counts – let’s make every learner one in a million.

I know that there have, and will be challenges and pressures ahead, no more so than those brought on by COVID-19. However, together, as local authorities and WESP stakeholders, we’ve already made great strides in increasing the percentage of learners in Welsh-medium education. And I want to see that continuing.

Diolch o galon for working with us on the new WESP regulations which came into force last year. The part you’ve played, from your responses to our consultation to everything you’ve shared with the WESP Advisory Board, helped us build a regulatory framework that’s now fully aligned with our ambitions for expanding Welsh-medium education provision. *Diolch* also to the WESP Advisory Board for showing us how to implement the recommendations made in the 2017 Rapid Review of WESPs.

I want to support all our learners across Wales in their learning of our language. Progression in Languages, Literacy and Communication in the new curriculum is based on a continuum of learning which enables learners with Welsh language skills, even if it’s just a little, to develop and build on their skills and their confidence. And that’s the point – we’ve all got the potential to develop our Welsh language skills, and little by little we can build on them.

How we build our learners' language skills in Welsh will depend on the school model. Cymraeg 2050 is clear that Welsh-medium immersion - which is where the medium of teaching and learning is delivered wholly or predominantly through the medium of Welsh - is the most reliable model for creating Welsh speakers with the skills and confidence to use the language comfortably in their everyday lives. As the new curriculum is introduced, the role that English-medium education plays will become even more important in producing learners who *can* use Welsh and who *want* to use Welsh. Welsh belongs to us all.

I recognise the need to give these developments time to settle in. That's why I support the long term planning of Welsh in education through WESPs - a 10 year planning cycle. We need to play a long game to get to a million speakers – we need to be strategic. We need to know where we're going and little steps will get us there.

We'll all need to prepare WESPs based on ambitious strategic targets, calculated using the methodology we've developed. The targets correspond with the education milestones of Cymraeg 2050. Initial data suggest that we're on the right track in our response to the Cymraeg 2050 education targets. By the end of the next WESP cycle in 2032, I expect to reach our next milestone of 30%. Good news but we need to start planning, and plan earlier. That's why the new WESP places even greater focus on working with childcare providers to help school planning.

I've already said that we're playing a long game and WESPs are a long-term strategic tool for local authorities to get to where we all want to be – a Wales where there are a million Welsh speakers. A Wales where we've doubled the daily use of Welsh, where the Welsh language thrives. WESPs are a catalyst for the expansion of Welsh-medium education provision across Wales.

So *diolch unwaith eto* - thank you once more for all you've done, and for all we're about to do together. Together, we'll drive the Welsh-medium education agenda forward and we'll inspire new generations of learners to be one of the million.

Pob hwyl ar y daith.”

A handwritten signature in black ink, reading 'Kirsty Williams'.

Kirsty Williams MS
Minister for Education

Part 1 – Background

This document provides guidance for local authorities on complying with the provisions on the Welsh in Education Strategic Plans (WESP) in the *School Standards and Organisation (Wales) Act 2013* ('the Act') and regulations made under it.

This statutory guidance is issued under section 87(5) of the *School Standards and Organisation Wales Act 2013* which provides that local authorities must have regard to it. This means that local authorities and governing bodies must take account of the guidance and, if they decide to depart from it, have clear and justifiable reasons for doing so.

1.1 Statutory background to the Welsh in Education Strategic Plans

Section 84 of *The School Standards and Organisation (Wales) Act 2013*¹ ("the 2013 Act") requires a local authority to prepare a Welsh in Education Strategic Plan ("the Plan") and outlines that a Plan must contain:

- a. A local authority's proposals on how it will carry out its education functions to:
 - i. Improve the planning of the provision of education through the medium of Welsh ("Welsh-medium education") in its area;
 - ii. Improve the standards of Welsh-medium education and of the teaching of Welsh in its area;
- b. The local authority's targets for improving the planning of the provision of Welsh-medium education in its area and for improving the standards of that education and of the teaching of Welsh in its area;
- c. Report on the progress made to meet the targets contained in the previous Plan or previous revised Plan.

Section 84 also sets out with whom a local authority is required to consult in preparing or revising its Plan and provides the Welsh Ministers with a power to prescribe other persons with which the local authority must consult.

Section 85 of the 2013 Act requires each local authority to submit its Plan to Welsh Ministers for approval.

The Welsh Ministers may:

- approve the Plan as submitted,
- approve the Plan with modifications, or
- reject the Plan and prepare another Plan which is to be treated as the authority's approved Plan

¹ <http://www.legislation.gov.uk/anaw/2013/1/contents>

Subsection (6) of Section 85 places a duty on a local authority to take all reasonable steps to implement its approved Plan.

Section 87 of the 2013 Act gives Welsh Ministers powers to make regulations which will make further provisions on matters such as the form and content of a Plan, its timing and duration, keeping the Plan under review, consultation and submission of the Plan for approval to the Welsh Ministers and its publication. Regulations may also make provision enabling a joint Plan by two or more local authorities.

*The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013*² ("the 2013 Regulations"), were the first regulations made under the section 87 powers. The *Welsh in Education Strategic Plans (Wales) Regulations 2019*³ ("The 2019 Regulations") replace those regulations and make provision for a local authority to prepare a ten-year Plan, the first to have effect from 1 September 2022⁴, subject to the Welsh Ministers' approval. They also make provision for the following matters:

- a) the form and content of a Plan (regulation 3);
- b) the duration of the Plan (regulation 4);
- c) the date by which the Plan must be submitted to the Welsh Ministers for approval (regulation 5);
- d) the approval of a Plan (regulation 6);
- e) timescales for submitting a review report (regulation 7);
- f) arrangements for revising a Plan (regulation 8);
- g) the persons and bodies that a local authority must consult on the draft Plan (regulation 9);
- h) the date by which the Plan must be published (regulation 10);
- i) the manner of publication of a Plan (regulation 11) ;
- j) the revocation, with savings, of the *Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013* (regulation 12).

The purpose of these regulations is to improve opportunities for local authorities to plan Welsh-medium education provision in order to support the current and future expectation for growth in Welsh-medium education. Improving the planning of Welsh-medium education will also support our long-term national ambition for the Welsh language as set out in our *Cymraeg 2050: A Million Welsh speakers* strategy, your strategy for promoting the Welsh language in accordance with the Promotion Standards under the Welsh Language Standards (No. 1) Regulations 2015⁵ and also the introduction of a new curriculum for Wales.

In response to the COVID-19 pandemic the *Welsh in Education Strategic Plans (Wales) Regulations 2019* were amended. The *Welsh in Education Strategic Plans (Wales) (Amendment) (Coronavirus) Regulations 2020* ("the 2020 Regulations") came into force on 1 December, 2020 and make changes to the start date of the

² <http://www.legislation.gov.uk/wsi/2013/3048/contents/made>

³ <http://www.legislation.gov.uk/wsi/2019/1489/made>

⁴ <https://www.legislation.gov.uk/wsi/2020/1194/introduction/made>

⁵ <https://www.legislation.gov.uk/wsi/2015/996/contents/made>

next WESP cycle being moved from 1 September 2021 to a year later (to September 2022).

1.2 Strategic Context

*The Well-being of Future Generations (Wales) Act 2015*⁶ requires public bodies across Wales named in the Act to work towards achieving seven well-being goals, including 'A Wales of Vibrant Culture and Thriving Welsh Language'. We have a duty to promote and facilitate the use of the Welsh language and to work towards the achievement of the well-being goals.

*Prosperity for All: the national strategy*⁷ and the programme for Government, *Taking Wales forward 2016-2021*⁸ aims to drive forward improvements to the Welsh economy and public services in order to create a Wales which is prosperous and secure, healthy and active, ambitious and learning, and united and connected. One of the priorities is to develop a transformational approach to the learning, teaching and assessment of Welsh with the aim of ensuring that, in future, all learners will be able to use the Welsh language when they leave school.

Our national Welsh language strategy *Cymraeg 2050: A million Welsh speakers*⁹ was published in August 2017. Our ambition for reaching a million Welsh speakers by 2050 and to continue to encourage more people to use and speak Welsh in their everyday lives is incorporated in the aims and values of the Future Generations (Wales) Act 2015 and also Prosperity for all: the national strategy.

Education in Wales: *Our National Mission, Action Plan 2017-21*¹⁰ sets out how the school system in Wales, including sixth forms, will move forward in the period until 2021 to ensure that the new curriculum is implemented effectively. The intentions for learners include a 'desire for learners to become increasingly bilingual with a strong grasp of other languages'. In 2018, the First Minister and Education Minister reaffirmed their commitment to the 2016 *Progressive Agreement*¹¹, updating the Common and Education priorities to include, amongst others, commitments to encourage teachers with some ability to speak Welsh to further develop their skills to teach through the medium of Welsh as well as continue to work with Coleg Cymraeg Cenedlaethol and other partners to enhance skills provision, vocational courses, and promotion of Welsh-medium courses and teacher recruitment and retention, in line with our Cymraeg 2050 strategy.

*The Welsh in Education, Action Plan 2017-21*¹² sets the direction for the development of Welsh-medium education and Welsh in line with the vision in

⁶ <http://www.legislation.gov.uk/anaw/2015/2/contents/enacted>

⁷ <https://gov.wales/prosperity-all-national-strategy>

⁸ <https://gov.wales/taking-wales-forward>

⁹ <https://gov.wales/cymraeg-2050-welsh-language-strategy>

¹⁰ <https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf>

¹¹ <https://gov.wales/kirsty-williams-am>

¹² <https://gov.wales/welsh-education-action-plan-2017-2021>

Cymraeg 2050: A million Welsh speakers and Education in Wales: Our National Mission, Action Plan 2017–21.

In order to encourage and facilitate long-term growth in Welsh-medium education and improve Welsh language teaching standards, we expect that you will take into account the following when preparing your Plan:

- Education reforms (such as Curriculum and assessment, accountability, workforce development and National approach to professional learning)
- Requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- 21st Century Schools and Education Programme
- School improvement guidance: a framework for evaluation, improvement and accountability
- Childcare Sufficiency Assessments
- Section 106 Agreements, made under Section 106 of the *Town and Country Planning Act 1990*.
- Children and young people's services
- School admissions code
- School organisation code
- Post-16 Education
- The Learner Travel (Wales) Measure 2008
- 5-year local authority Promotion Strategies, made under standards 145 and 146 of the Welsh Language Standards (No. 1) Regulations 2015
- Local Development Plans

1.3 Cymraeg 2050 – A million Welsh speakers

Cymraeg 2050¹³ introduces a long-term vision for a Wales where the Welsh language thrives. The strategy aims to increase:

- the number of Welsh speakers to 1 million by 2050 and,
- ensuring that the percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, increase from 10% (in 2013–15) to 20% by 2050.

The strategy focuses on three themes:

- increasing the number of Welsh speakers
- increasing the use of Welsh
- creating favourable conditions – infrastructure and context

Our statutory education system has a vital role to play in increasing the number of Welsh speakers. We must increase the number of school learners who have the opportunity to develop Welsh-language skills in school and the opportunity to use it in their everyday lives, significantly, to achieve our goals.

¹³ <https://gov.wales/cymraeg-2050-welsh-language-strategy>

The trajectory developed for Cymraeg 2050 explains more about the journey towards a million Welsh speakers. For the education system, we want to increase the proportion of all school year groups that receive their education through the medium of Welsh. School data¹⁴ tells us how many children are being taught through the medium of Welsh. In 2018/19, 23% of the 35,800 learners in Year 2¹⁵ had been assessed in Welsh (first language). We want this to increase to:

- 24% by 2020/21
- 30% by 2030/31 (approximately 10,500 in each year group)
- 40% by 2050 (approximately 14,000 in each year group).

As well as increasing the proportion of learners being taught through the medium of Welsh, we also want to:

- transform how we teach Welsh to all learners to ensure that at least 70% of those learners report by 2050 that they can speak Welsh by the time they leave school; and
- increase the number of primary teachers who can teach through the medium of Welsh from 2,900 to 3,900 by 2031 and 5,200 by 2050; increase the number of secondary teachers who can teach Welsh as a language from 500 to 900 in 2031 and 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and 4,200 by 2050.

Our vision is to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life. The Cymraeg 2050 strategy is clear that full Welsh immersion education – that is, education within a Welsh-medium or predominantly Welsh-medium setting – is the most reliable way to create individuals with the skills and confidence to use the language in their daily lives. But we also want to increase the number of learners in English-medium schools who speak Welsh.

To achieve this vision, we must ensure that all learners benefit from a new, world-class curriculum, which includes one continuum for learning Welsh. As the new curriculum is introduced, the role of English-medium education sector will become clearer – in producing learners that *can* use Welsh and *want* to use Welsh as they move on to further education, training or during their career.

¹⁴ Pupil-Level Annual School Census, PLASC

¹⁵ Year 2 is the year group where, in the school year, the majority of children reach the age of 7. There was no collection of teacher assessment data in 2019/20.

Part 2 – How to start planning your Welsh in Education Strategic Plan

2.1 The statutory planning steps for your Welsh in Education Strategic Plan

As explained in Part 1, you will be required to follow some statutory steps when preparing, submitting and updating your Plan.

2.1.1 Prepare and submit the first ten year Plan

Prepare and submit the first ten year Plan to the Welsh Ministers for approval no later than 31 January 2022. You must submit every subsequent ten year Plan to the Welsh Ministers for approval no later than 31 March in the year in which the Plan takes effect. **If the Welsh Ministers do not approve a ten year Plan** by 1 September in the year in which that Plan is to have effect, then that Plan will have effect **one calendar month** following approval of the Plan by the Welsh Ministers. This will not affect the date in which the ten year Plan will end, unless the Plan is replaced by a revised Plan.

2.1.2 Commencement of the Plan

The first ten year Plan will commence on 1 September 2022 and expire on 31 August 2032. Each further Plan will commence on 1 September in the year during which the previous ten year Plan will come to an end i.e. 1 September 2032 to 31 August 2042 etc. The Plan must include a target outlining the expected increase in the number of Year 1 learners taught through the medium of Welsh in the local authority area during the lifespan of the Plan. In calculating the target, you must have regard to the methodology presented in 2.2 of this guide.

2.1.3 Consult on the Plan

You will be expected to **consult for no less than 8 weeks** with the following persons:

- a. neighbouring local authorities
- b. heads of all schools maintained by the authority
- c. the governing bodies of all schools maintained by the authority
- d. all further education sector institutions within the area
- e. in respect of any foundation school or voluntary school in the area –
 - the person responsible for appointing governors
 - if the school has a religious character, the relevant religious body
- f. The Welsh Language Commissioner (within the meaning of section 2 of the *Welsh Language (Wales) Measure 2011*);
- g. The Early Years Development and Childcare Partnership (within the meaning of "Early years development and Childcare Partnership" in section 119 of the Act 1998);
- h. Her Majesty's Chief Inspector of Education and Training in Wales;
- i. providers of initial school teacher training;

- j. such organisations providing services to children and young people as the local authority considers appropriate; and
- k. such other persons or bodies as appear to the local authority to be appropriate.

2.1.4 Publish the Plan (or revised Plan)

Publish the Plan (or revised Plan) on or before the date the Plan takes effect. You must publish your Plan (or revised Plan) by placing it on your website; and making copies of the Plan available for inspection by members of the public at each of its offices that are open to the public and any other place it considers appropriate.

2.1.5 Submit a review report

Submit a review report to the Welsh Ministers, commencing in 2023, outlining the progress made to meet the targets contained in your Plan and the steps taken as a result of the statements in your Plan. The first review report must be submitted to the Welsh Ministers no later than 31 July 2023 and will outline the progress made and the steps taken by the local authority in the period since the first ten year Plan has effect. Subsequent review reports must be submitted to the Welsh Ministers at intervals not exceeding 12 calendar months from the submission of the previous report. The Welsh in Education Planning Forum (if established in your area) should be consulted on the content of the review report and any other person you consider appropriate.

2.1.6 Revise a Plan

Revise a Plan, if you decide to do so, on the basis of progress of your review report. You must submit the revised Plan to the Welsh Ministers for approval no later than 6 calendar months after the review report has been submitted. The revised Plan has effect one calendar month after approval of the revised Plan and has effect for the remainder of the period for which the Plan it replaces originally had effect.

2.2 Matters to consider in the calculation of your ten year Welsh in Education Strategic Plan target

The *Welsh in Education Strategic Plans (Wales) Regulations 2019* require you to **set a ten year target** outlining the expected increase in Year 1 children who are taught through the medium of Welsh in the local authority's area during the lifespan of a Plan.

This target must be **supported by a statement** setting out how you will achieve the expected increase in the number of Year 1 learners taught through the medium of Welsh during the lifespan of the plan. This is the overarching ten year target for the 2022 - 2032 WESP.

The methodology to calculate the target is consistent with the milestones in *Cymraeg 2050* which relate to the increase in the number of learners in Welsh-medium education required to meet the target of a million Welsh speakers by 2050. The number of learners being taught through the medium of Welsh will vary in each year group, therefore the target will be based on the number of Year 1 learners (5/6 year

olds), representing the start of statutory education. PLASC data for Year 1 learners represents the most comprehensive dataset available for learners at the earliest stages of primary school education.

In addition, you have been grouped into different categories reflecting the differences (and recognising similar elements) between the 22 local authorities.

The factors considered when grouping included the percentage of learners taught in Welsh in your area; the models of Welsh-medium education provision adopted by you and the linguistic nature of your area. This explains why some of you may have been placed in one group even though your baseline percentage of Year 1 learners taught through the medium of Welsh is higher than some of the local authorities within another group.

We regard this approach to be fairer as it acknowledges the different challenges faced by you. It is also clear to everyone what the Welsh Ministers believe your contribution should be in reaching the target of a million Welsh speakers by 2050.

The four groups are as follows:

Group 1

The vast majority of Year 1 children (more than 91% in 2019/20) are already being taught through the medium of Welsh in these local authorities. Welsh-medium community education is the norm and English-medium schools are rare exceptions.

Group 2

Between 17% and 73% of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. It may be that Welsh-medium community education is the norm, or that it is the norm in a significant number of communities within the local authorities. In other areas, there is a choice between Welsh-medium education and English-medium education.

Group 3

Between 14% and 19% of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. It may be that Welsh-medium community education is the norm in one/a very small number of areas, but this is the exception not the rule. There is usually a choice between Welsh-medium education and English-medium education.

Group 4

13% or fewer of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. There is a choice between Welsh-medium education and English-medium education in these local authorities.

Range of percentage point increases in Year 1 children being taught through the medium of Welsh for each group to meet in order to contribute to the national target of 30% of learners receiving Welsh-medium education by 2030/31

	Percentage point increase range	
	Lower	Upper
Group 1	0	0+
Group 2	10	14+
Group 3	8	12+
Group 4	6	10+

The lower range has been set for each group so that the national target of 30% of Year 1 learners being taught through the medium of Welsh by 2030/31 is achieved.

The upper range should not be seen as an upper limit – you are encouraged to exceed the targets where possible.

Targets to be considered by a local authority, based on the current methodology

	2019/20		2030/31 Target			
	Number	Percent	Lower Range		Upper Range	
	Number	Percent	Number	Percent	Number	Percent
Group 1						
Isle of Anglesey	654	91.1%	655	91%	655	91%
Gwynedd	1,143	98.5%	1,145	99%	1,145	99%
Group 2						
Conwy	283	25.8%	395	36%	435	40%
Denbighshire	299	27.3%	410	37%	455	41%
Powys	283	22.2%	410	32%	460	36%
Ceredigion	465	72.9%	530	83%	555	87%
Pembrokeshire	293	22.9%	420	33%	470	37%
Carmarthenshire	1,126	58.4%	1,320	68%	1,395	72%
Neath Port Talbot	252	17.0%	400	27%	460	31%
Group 3						
Wrexham	235	15.0%	360	23%	425	27%
Swansea	390	15.4%	590	23%	695	27%
Vale of Glamorgan	221	14.3%	345	22%	405	26%
Rhondda Cynon Taf	506	19.1%	720	27%	825	31%
Merthyr Tydfil	100	14.0%	155	22%	185	26%
Caerphilly	359	17.9%	520	26%	600	30%
Cardiff	702	16.9%	1,035	25%	1,200	29%
Group 4						
Flintshire	105	6.3%	205	12%	270	16%
Bridgend	119	7.6%	215	14%	275	18%
Blaenau Gwent	29	3.7%	75	10%	105	14%
Torfaen	139	13.0%	205	19%	245	23%
Monmouthshire	32	3.8%	80	10%	115	14%
Newport	113	5.7%	230	12%	310	16%
Wales	7,848	23.3%	10,415	31%	11,690	35%

For the methodology set out in full, please refer to **Appendix 2**

2.3 Key Outcomes

To support the planning process, we would like to see you arranging your Plans around the outcomes below. The outcomes reflect a learner's education journey and are consistent with the policy areas of **Cymraeg 2050** and **Education in Wales: Our National mission**.

- **Outcome 1:** More nursery children/ three year olds receive their education through the medium of Welsh
- **Outcome 2:** More reception class children/ five year olds receive their education through the medium of Welsh
- **Outcome 3:** More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another
- **Outcome 4:** More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh
- **Outcome 5:** More opportunities for learners to use Welsh in different contexts in school
- **Outcome 6:** An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- **Outcome 7:** Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Presented below is the information that must be included in your Plan, according to statutory requirements.

Presented also are planning considerations that should be taken into account to facilitate the planning, review and evaluation process.

Outcome 1: More nursery children/ three year olds receive their education through the medium of Welsh

Information that **must** be included in your WESP

A statement setting out how the local authority will use data derived from its review of the sufficiency of childcare provision for its area (under duties set out in regulation 3 of the Childcare Act 2006 (Local Authority Assessment) (Wales) Regulations 2016) to inform planning of Welsh-medium education.

Paragraph 3 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out—

- (a) how the local authority will provide parents and carers with information as to the availability and type of Welsh-medium education provision on offer;
- (b) how it will provide parents and carers with information stating that Welsh-medium education is an option for persons regardless of their linguistic background;
- (c) how it will make best use of information regarding the benefits that bilingualism and multilingualism can bring.

Paragraph 9 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how the local authority, in collaboration with other local authorities as necessary, will promote access to education and training through the medium of the Welsh language in relation to learner transport in line with the duty set out under section 10 of the Learner Travel (Wales) Measure 2008).

Paragraph 20 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

Planning considerations you **should** take into account

- Do you take every opportunity to plan with early years providers, including Mudiad Meithrin to strengthen and expand Welsh-medium childcare provision in the area to ensure a seamless route to Welsh-medium education? Has a formal process been agreed to ensure those discussions take place? Mudiad Meithrin manages the 'Set Up and Succeed' (SAS) programme to expand provision which contributes to the aim of our strategy to secure 150 more nursery groups in order to facilitate progression into Welsh medium education. Ask your WESP officer for more information.
- Have you considered how the introduction and development of flying start provision can help to achieve this outcome? This includes considering the percentage and number of childcare places available through the Flying Start Programme initiative offered in Welsh-medium settings and how outcome 1 target can be used to help develop this further.
- Have you ensured that your Family Information Service for parents/carers and prospective parents/carers provides information on the advantages of raising children bilingually and using Welsh in the family home? Do you collaborate

with Cymraeg for kids, Mudiad Meithrin and others to promote the local offer?

- Do you signpost individuals to Welsh literature and publications and information on opportunities for adults to learn Welsh?
- Do you work with your admissions team to ensure that clear and comprehensive information is included in your admissions booklet / arrangements for Welsh-medium education? Is the information also available on your website?
- When reviewing your admissions arrangements, have you considered how categorising schools according to Welsh-medium education reflects your plans for increasing the amount of Welsh-medium provision across all schools?
- Would your officers who deal with enquiries from parents/carers benefit from receiving training on how to discuss Welsh-medium education options which are available as well as common questions/concerns?
- When reviewing your online school admission process, have you fully considered the users journey (the parents/carers who are seeking school places for their children), to ensure there are opportunities at several points during the process to provide information about the Welsh-medium education options in your area? (please refer to Appendix 4 for more information)
- Have you considered what may be of concern to parents/carers and whether you have addressed those concerns as part of the information / literature you distribute?
- Do you take advantage of our marketing campaigns and programmes to support your work in promoting Welsh-medium education in your area? These include the following:
 - **gov.wales/cymraeg-for-kids** and Welsh social media channels for children, which include resources for parents (education booklet, Songbook, colouring sheets, etc) as well as information on Welsh medium education based on recognised research.
 - Welsh YouTube channel- **www.youtube.com/cymraeg** which contains videos about Welsh education, Welsh songs for children, business, as well as materials to support the Welsh Language Charter
 - Other Welsh Government **social media channels** – Cymraeg, Welsh Language Charter, Welsh Language Music Day.
- How will you promote access to Welsh-medium education by exercising your functions under the Learner Travel (Wales) Measure 2008 (Section 10) of the measure places a duty on local authorities to 'promote access to education and training through the medium of Welsh'?
- Have you ensured your future plans under the 21st Century Schools and Education Programme reflect your targets set out in the WESP?

- Do you outline your Plans to secure sufficient places in any Welsh-medium school which is within or approaching a capacity threshold of 10%?

Outcome 2: More reception class children/ five year olds receive their education through the medium of Welsh

Information that **must** be included in your WESP

A target outlining the expected increase in the number of children in reception taught through the medium of Welsh in the local authority's area during the lifespan of the Plan.

Paragraph 4(1) of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how the local authority will achieve the expected increase in the number of children in reception taught through the medium of Welsh during the lifespan of the Plan.

Paragraph 4(2) of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how applications the local authority makes for grant funding from the Welsh Ministers in respect of its maintained schools will take account of the target to increase the number of Year 1 children taught through the medium of Welsh during the lifespan of the Plan.

Paragraph 5 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out the local authority's arrangements with regard to their provision for latecomers to Welsh-medium education, including how and when information is provided to parents and carers.

Paragraph 7 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

Planning considerations you **should** take into account

- Have you considered how you will increase opportunities for learners from all linguistic backgrounds to access Welsh-medium education?
- Are you considering how proposed changes to school categorisation according to their Welsh-medium language provision will affect you, and your commitments to increase the provision of Welsh-medium education in English-medium and bilingual/dual-stream schools within your area?
- Is your latecomer's policy for learners (aged 7 years or over) who do not speak Welsh but wish to access Welsh-medium education after the end of the foundation phase, compatible with your 10-year vision to grow Welsh-medium education?
- Have you outlined your current late-comer provision and your plans to develop and expand it further e.g. language centres, virtual provision, and peripatetic support?

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Information that **must** be included in your WESP

A statement setting out how the local authority will ensure the continuation of persons taught in Welsh on transfer from one year group to another and plan accordingly if retention rates are a cause for concern for the authority.

Paragraph 10 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

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

Paragraph 11(1) of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how the local authority will achieve 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

Paragraph 11(2) of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how the local authority will work on a collaborative basis with other local authorities by exercising their functions jointly to ensure continuity in arrangements for persons accessing Welsh-medium education outside its area.

Paragraph 6 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

Planning considerations you **should** take into account

- Have you considered the methods you will use to monitor linguistic progression?
- If transfer rates from one year group to another is a cause for concern, you could discuss with your Welsh in Education Planning Forum and/or your Welsh-medium school cluster what factors may be causing the transfer rates to fall, e.g. progression from nursery, a new school building nearby, changes in school transport policies, a need to strengthen transitional arrangements, or whether a marketing or promotional campaign is needed.
- Have you identified ways in which primary and secondary schools can work in partnership to promote linguistic progression to parents/carers?
- Have you ensured that all staff likely to have contact with parents/carers are aware of the key messages about Welsh-medium education and linguistic progression so they can answer any questions they may have? Videos that

may be of assistance are available on the Welsh YouTube channel.

- With one continuum of learning Welsh introduced through the new curriculum for Wales, are you identifying, in partnership with your schools, opportunities to increase the amount of Welsh learning provision offered? Arrangements are in place to support local authorities and schools in categorising their Welsh-medium provision in schools. Please ask your WESP officer in Welsh Government for more information.

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Information that **must** be included in your WESP

A target outlining the expected increase during the lifespan of the Plan in the number and percentage of persons in Year 10 and over in its maintained secondary schools who are studying for qualifications and are assessed through the medium of Welsh.

Paragraph 12(1) of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how the local authority will achieve the expected increase during the lifespan of the plan in the number and percentage of persons in Year 10 and over in its maintained secondary schools who are studying for qualifications and are assessed through the medium of Welsh.

Paragraph 12(2) of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how the local authority will support the continued provision of Welsh-medium education for persons in Year 10 and above by working collaboratively with other schools and FEIs¹⁶ if necessary.

Paragraph 13 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out how the local authority will work with its schools and FEIs (if necessary) to co-ordinate the provision of Welsh as a subject to persons in Year 10 and above in its maintained secondary schools.

Paragraph 14 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

Planning considerations you **should** take into account

- How do you support secondary schools to take steps to increase the number of qualifications that learners can study through the medium of Welsh?
- How do you work with schools to ensure that the Welsh language is offered as A-level subject in schools, and supporting schools to maintain smaller class sizes if required in order to secure the subject?
- How do you work with schools to promote the benefits of studying Welsh as a subject among pupils and parents/carers?
- We have launched a campaign to encourage more young people to consider Welsh at A Level – video content will be available on the Cymraeg YouTube channel (<https://www.youtube.com/cymraeg>) and through Cymraeg social media channels. You are welcome to use and share this content.

¹⁶ (SAB) means an institution within the further education sector in Wales as defined by section 91(3) of the Further and Higher Education Act 1992(4)

- We are reviewing the process of collating data on Welsh-medium courses in Welsh-medium and bilingual schools (subject, language medium, offer and take-up be considered). We will keep you updated as this work progresses.

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

Information that **must** be included in your WESP

A statement setting out how the local authority will improve the Welsh language skills of persons receiving Welsh-medium education in any school it maintains in order to improve the standards of Welsh-medium education.

Paragraph 15 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

Planning considerations you **should** take into account

- Have you considered linking this outcome to the local authority's 5 year promotion strategy which is a requirement of the Welsh Language Standards?
- Have you considered mapping the current opportunities available for school age children to use their Welsh language skills outside of the classroom/ school by working in partnership with your Youth Services and organisations such as the Urdd and Menter Iaith?
- Do you discuss with your regional consortia the opportunities available to young people through the Language Charter framework or similar programmes? E.g. Do you have a record of the number of schools in the local authority implementing the Language Charter or Cymraeg Campus, and are you evaluating its impact?
- Have you considered a sub-group of your forum to lead this work?
- For primary schools – Welsh Language Charter's website and Seren and Sbarc social channels include resources and info for pupils - <https://gov.wales/cymraeg-education/schools/welsh-language-charter>

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Information that **must** be included in your WESP

A statement setting out how the local authority will use the findings of its reviews under section 63 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 to improve Welsh language provision for persons with additional learning needs and for workforce planning within the additional learning needs sector.
Paragraph 16 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

Planning considerations you **should** take into account

- Have you ensured that you cross-reference to the duties set out in the Additional Learning Needs and Education Tribunal (Wales) Act 2018 to ensure consistency?
- How will you assess the size and capacity of the Welsh-medium Additional Learning Needs workforce and use the results to plan workforce in this sector?
- Are you engaging with parents/carers to ensure that they understand the provision and support available through the medium of Welsh?
- Are you working together with other local authorities and regional consortia to increase and improve the provision available through the medium of Welsh?
- Should you undertake an audit of the learning resources that are currently needed and not available in your local authority to support learners with Additional Learning Needs, as well as the way you share resources internally and regionally?

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Information that **must** be included in your WESP

A statement setting out the local authority's commitment to identify the workforce it requires to provide Welsh-medium education during the lifespan of the Plan in accordance with the Plan's targets, and to calculate any anticipated shortfall in its workforce.

Paragraph 17 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out the local authority's commitment to work on a collaborative basis with other local authorities by exercising their functions jointly in planning and delivering support to improve the Welsh language skills of school teachers and school learning support workers in maintained schools in its area.

Paragraph 18 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

A statement setting out the local authority's commitment, in collaboration with other local authorities and other agencies, to ensure that the Plan is taken into account during considerations regarding the Welsh-medium educational standards of maintained schools in its area.

Paragraph 19 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019

Planning considerations you **should** take into account

- How will you use the school workforce annual census data to inform workforce planning and to forecast how many teachers will be required for the future based on assumptions e.g. number which will be retiring?
- How many vacancies are there in the local authority by type of school e.g. primary, secondary, special and what are the 'trends' in terms of vacant posts?
- Do you have an idea of the number of teachers needed in the authority per school type (and subject if applicable) – based on the current situation and in order to respond to the authority's targets?
- Do you have an idea of the number of headteachers that are needed, based on the current situation, and in order to respond to the local authority's targets?
- How will you work with regional consortia and the National Academy of Educational Leadership to ensure an adequate supply of headteachers for the Welsh-medium sector?
- How will you work with regional consortia and initial teacher education providers to ensure an adequate supply of Welsh-medium teachers?

- How will you identify the learning support workers you need for the Welsh-medium sector?
- How will you, in co-operation with the regional consortia, help school teachers and learning support workers in schools to improve their Welsh language skills and Welsh teaching skills for example by using Welsh Government's Welsh-medium sabbatical scheme courses including after care planning for individuals at the end of a course?
- How will you work in partnership with regional consortia to ensure that schools accurately reflect the Welsh language skills of school teachers and school learning support workers when you complete the school workforce census and use census data to inform workforce planning and professional learning?

Part 3 – Support in implementing your Welsh in Education Strategic Plan

3.1 Key partnerships in the planning and implementation of your Plan

Although you have a statutory responsibility for preparing and implementing the Plan, several other organisations play a key role in helping you to draw up, implement and evaluate your Plan.

We are clear that it's our responsibility to lead the national response to matters such as initial teacher education, workforce and resource issues. However, we need you and other stakeholders to help us identify the gaps that need addressing. This is why these matters continue to be included in WESP requirements.

You should make every effort to build and maintain a constructive working relationship with the groups or organisations who contribute to your Plan.

3.2 Welsh in Education Planning Forum

You are required to outline how you have worked in partnership with your Welsh in Education Planning Forum (if established in the local authority area) to formulate the Plan, and how the forum will oversee its implementation and evaluation (*Paragraph 8 of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019*).

Most of you have already established such forums and benefited from the opportunities to co-plan with your local stakeholders. It is good practice for forum members to develop and agree clear terms of reference.

The terms of reference is for each of you to determine yourselves. However, Welsh in Education Planning Forums tend to include representation from these organisations:

Mudiad Meithrin; Cymraeg i Blant; RhAG, Urdd; Menter Iaith; Primary and Secondary Headteachers representation (English/Welsh Sector); Further Education Colleges; Colleges of Higher Education; Regional Consortia; Welsh Government

And from your local authority:

Director of Education/Senior Education Officers; Local Councillors with responsibility for education or the Welsh language; School Organisation and Planning Officers, Capital, School Admissions, Additional Learning Needs; Early Years, Flying Start, Youth, Welsh Language and Marketing Officers.

It may be beneficial if the meetings are chaired by your Director of Education/Senior Education Officer, although we know that some of you elect a chair from among the members.

Forums usually meet 2-4 times a year. A large number of forums now take place virtually offering opportunities to meet more frequently than before. We know that the most effective and proactive forums are those that agree clear actions and targets, with members leading on different aspects of the work.

Many of you have established sub-groups to facilitate planning and implementation. We know that in areas where sub-groups have been established, (e.g. sub-groups that focus on early years, or on promoting the benefits of Welsh-medium education), it leads to better co-planning and implementation.

The organisations represented within a Welsh in Education Planning Forum are often partly or fully funded by us to promote the Welsh language and Welsh-medium education locally. We encourage you to establish a forum where one does not exist.

See **Appendix 3** for more information about the organisations and how they could help to implement your Welsh in Education Strategic Plans.

3.3 Welsh Government support

3.3.1 Welsh in Education marketing support

We already produce many resources for parents around raising awareness of Welsh-medium education. These include Welsh-language YouTube videos about Welsh-medium education options; songs for children; and campaigns to encourage awareness of Welsh music, Welsh Language Music Day (Dydd Miwsig Cymru); and the advantages of studying through the medium of Welsh.

Marketing campaigns run by us are targeted at specific groups, e.g. prospective and new parents, parents of pre-school age children, and prospective Welsh-medium students. These groups will receive bespoke marketing messages using mainly digital platforms, including the main forms of social media.

Visit <https://gov.wales/cymraeg-education> for more info on the website, and on social media you can visit Cymraeg for Kids on Facebook or @Cymraegforkids, and Seren and Sbarc on Facebook or @Serenasbarc on Twitter. You can also email cymraeg@llyw.cymru for further information.

During 2021, we will provide you with resources, marketing templates and digital/web based content for you to use.

You can also discuss your marketing support needs with your individual WESP officer in Welsh Government.

3.3.2 Data to support WESP planning

School data tells us how many children are being taught through the medium of Welsh. They are a key indicator in terms of the growth required, and demonstrate the importance of securing the commitment of the education system to creating a million Welsh speakers. They also highlight the importance of the early years sector as an

early entry point to education, and as a means of increasing the demand for Welsh-medium education.

In order to ensure strategic and systematic planning, you should make effective use of all the education data sources available to you. Using this data will be more important than ever as we move towards a target-based planning system.

We will provide each of you with the following data. It's possible that the data may vary in line with the new curriculum arrangements and timetabled for publishing data. This tailored data pack will be distributed in July each year¹⁷:

- Numbers of Cylchoedd Meithrin within the local authority area and also the number and percentage of children transferring from the Cylch Meithrin to Welsh-medium primary education
- Number and percentage of learners in each year group taught in Welsh first language of nursery class, up to Year 13
- Number and percentage of learners registered and assessed for GCSE First Language, GCSE Second Language or not registered for either
- Number and percentage of learners registered and assessed for Advanced Subsidiary Level and Advanced Level Welsh First Language and Welsh Second Language
- Local authorities annual census results of the school workforce in terms of the number able to teach through the medium of Welsh and the level of language skills of the workforce.¹⁸

As well as using data sources, we need to make better use of information we have from the WESPs, 21st Century Schools Business Plans and School Organisation Proposals to understand where new Welsh-medium schools will be located, or where additional Welsh-medium education places will be created over the next 10 years. This information will help us understand where the teaching capacity will need to be increased to help inform intake to ITE programs or alternative routes into education.

3.3.3 Welsh and Welsh-medium teachers

We are aware of the challenges to recruit teachers in Wales. *Cymraeg 2050* has already outlined what our short, medium and long-term targets are for the Welsh-medium sector.

Early indications of progress against the 2021 targets suggest that we are heading in the right direction in terms of primary teachers, but that there needs to be a specific focus on increasing the number of secondary teachers who can teach Welsh or other

¹⁷ For 2021, data may be provided earlier in order to support initial planning of draft WESPs. Due to COVID-19 there may be gaps in the data available.

¹⁸ The School Workforce Annual Census was first published in 2019 and therefore should not be used as the only data source to identify your workforce needs at this time.

subjects through the medium of Welsh. The WESPs need to provide valuable information at local level using local knowledge and annual census data from the school workforce in order to inform future workforce planning. This information will help us to understand where the teaching capacity will need to be increased to help inform the uptake of ITE programmes or the provision of alternative routes into teaching. Some of the current actions in place to address this shortfall include:

- The continuation of the **laith Athrawon Yfory** incentive, which targets secondary PGCE student teachers training to teach all subjects through the medium of Welsh or bilingually. The incentive is in addition to other incentives available for student teachers (up to £20,000), and is a total of £5,000.
- Working closely with the Education Workforce Council (EWC) and ITE providers to **complement and support recruitment across Wales** and the implementation of a **digital media campaign** marketing to specific groups of potential teachers, including Welsh-medium graduates. The EWC will develop a new platform to promote the education profession as a career including the creation of a single source of information for those considering a learning career.
- The development of **alternative routes into teaching** via part-time and in-service routes. There will be an opportunity to follow an alternative for Welsh as a subject from September 2020 onwards.
- Piloting **transition courses** for teachers with qualified teacher status (QTS) to teach in the primary sector to receive additional training and support in order to teach in the secondary sector.
- Working closely with Initial Teacher Education (ITE) partnerships to deliver accredited ITE Programmes. These programmes include a requirement to include a **minimum of 25 hours Welsh language training**.
- **A programme of activities** aimed at increasing the number of learners studying Welsh at A Level and promoting a pathway into teaching Welsh as a subject. In partnership with the Coleg Cymraeg Cenedlaethol, 60 schools have to date received a small grant of between £800 - £2,000 to support activities to promote the study of Welsh or to support the cost of delivering to small numbers of learners.
- **Distribute specific funding to the regional consortia** from the Raising Standards in Schools budget to support the delivery of Welsh-medium learning and professional.
- Continue to improve practitioners' Welsh language skills through the **Welsh language Sabbatical Scheme**. The Welsh-language Sabbatical scheme provides intensive Welsh-medium training and methodology for practitioners in order to develop the Welsh skills of practitioners in the English-speaking sector to enable them to introduce Welsh as part of the individual language continuum in the new curriculum; and upskilling practitioners in bilingual and Welsh-medium schools so that they can teach more subjects through the medium of Welsh or

improve their Welsh-language skills in order to develop learners' Welsh literacy skills across the curriculum.

3.3.4 E-sgol

The E-sgol project was launched in Ceredigion in 2018. It provides opportunities for students studying GCSEs and A levels to take advantage of an increasingly wider range of subjects, taught on Microsoft Teams through Hwb through the medium of Welsh and English.

The project has enabled students from different schools to access teaching electronically from qualified and experienced teachers. Teachers can provide the pupils with live feedback instantly and pupils can contribute orally to the lesson as if the teacher were in the same room. The system can also create links with other providers such as universities to provide enrichment sessions for AS and A Level. The E-sgol project is based on the Scottish E-sgoil scheme.

Following a pilot in Ceredigion in 2018 the project was expanded during 2019/20 to include schools in Powys and Carmarthenshire during 2019/20; the project also now involves a cluster of schools in Conwy and Denbighshire.

This project could be further expanded to create a national platform for the E-sgol so that schools from all over Wales could make use of this model and support partnerships between schools and enrich provision for pupils in Years 10-13.

You can contact your WESP officer in Welsh Government for further information.

3.3.5 Further funding support

The implementation costs of WESPs should be met from your local government revenue settlement provided by us. The purpose of a WESP is to enable you to make better informed decisions on Welsh-medium educational needs.

The funding through the Education Improvement Grant will continue, which includes the previous Welsh in Education Grant, in order to help meet the aspirations set out in our national strategy, Prosperity for All, and the Action Plan for Education, our National Mission. The Regional Consortia receive specific funding from the improving standards in schools budget to support the delivery of Welsh-medium and Welsh-medium learning, professional development and informal use of Welsh.

Through our 21st Century Schools and Education Capital Programme and other school funding grants, we aim to support school modernisation and organisation.

£ 46m was awarded during 2018/19 to support the growth in Welsh-medium education provision. This supported 46 projects across 20 local authorities. These will, when all projects are realised, lead to an additional 2,818 school and childcare places for Welsh-medium learners. This funding boost will go some way to support the increase in provision needed to respond to the *Cymraeg 2050* ambition and the new WESP arrangements.

Joint capital planning review meetings held with local authority officials have been very successful. This provides an opportunity to monitor capital projects in Band B, Welsh-medium, childcare and other policy areas. The joint planning and monitoring ensures value for money and progression from the Welsh-medium childcare sector to the Welsh-medium education sector.

3.3.6 1:1 support

We would encourage you to discuss your individual support needs with your WESP officer within Welsh Government. There'll be an opportunity for you to seek 1:1 support from us if you have identified the need to strengthen elements of your WESP implementation. Following that, we will consider ways of tailoring support to your needs. You can contact your WESP officer in Welsh Government for further information.

3.3.7 Further interventions

We'll continue to support and strengthen the effective implementation of the WESP and address gaps in our knowledge. An example of this was the Rapid Review of the WESPs undertaken in 2017 which led to the changes we see to the WESP priorities and arrangements for 2022-2032.

More recently, a review of how schools are categorised according to their Welsh language provision was commissioned, and included proposals to simplify and clarify what is now considered to be an outdated system. This review was undertaken in response to recommendations made in the WESP Advisory Board's summary report¹⁹ published in May 2019. We are currently revising the guidance on the categorisation of schools according to their Welsh language provision.

In addition, we will aim to produce digital resources and web contents tailored for local authority's use by using choice architecture based research and EAST framework to ensure that choices are Easy, Attractive, Sociable and Timely.

Please refer to **Appendix 4** for tips on Choice Architecture.

Another priority for us going forward will be to extend and strengthen our understanding of the range of late immersion models available across Wales. The numbers who wish to access Welsh-medium education later in their education journey is increasing and, as such, we want to ensure the best possible offer to those learners.

3.3.8 WESP Conference

We will make every effort to facilitate an annual/ bi-annual WESP conference to provide an opportunity for anyone involved in the implementation of a WESP to share good practice, and to learn more about language planning principles and

¹⁹ <https://gov.wales/sites/default/files/publications/2019-05/improving-the-planning-of-welsh-medium-education.pdf>

promotion nationally, regionally and locally. The aim is to develop a better understanding of, and support for, bilingualism and the needs of all Welsh learners.

Part 4: Appendices

Appendix 1: Welsh in Education Strategic Plan preparation and implementation timetable

Appendix 2: Methodology for calculating the ten year target

Appendix 3: Organisations and how they can help to implement Welsh in Education Strategic Plans by local authorities

Appendix 4: Choice architecture: Easy tips to make all this happen

Appendix 1: Welsh in Education Strategic Plan preparation and implementation timetable

From January 2021 – September 2022	Local authorities to prepare a new WESP in consultation and partnership with the local authority's Welsh in Education Planning Forum
July (annually)	Welsh Government to provide information pack for local authorities
No later than September 2021 – November 2021	Public consultation on draft WESP by local authorities
By no later than 31 January 2022	Local authorities to present their first ten year Plan to Welsh Ministers for approval
February 2022 – May 2022	WESP consideration stage by Welsh Government, to include further discussions with local authorities as required
June 2022 – August 2022	Welsh Ministers to approve the WESP
1 September 2022	New WESP to come into force
Before the date on which the Plan takes effect	Local authorities to publish their Plan (or revised Plan)
By no later than 31 July 2023	Submit a review report to the Welsh Ministers. Subsequent review reports must be submitted to the Welsh Ministers at intervals not exceeding 12 calendar months from the submission of the previous report.
By no later than 31 March in the year the plan will take effect	A local authority must submit each subsequent ten year Plan to the Welsh Ministers for approval no later than 31 March in the year the Plan will take effect

Appendix 2: Methodology for calculating the ten year target

Methodology for calculating targets to be included in a local authority ten year Welsh in Education Strategic Plan (WESP)

1. The current situation

The Welsh Government's Welsh language strategy, *Cymraeg 2050: A million Welsh speakers*, includes the aim of increasing the proportion of learners in Welsh-medium education. The trajectory developed for the *Cymraeg 2050* strategy includes milestone targets during 2021, 2031 and 2040 to increase the percentage of learners taught through the medium of Welsh to 24 per cent by 2020/21, 30 per cent by 2031 and 40 per cent by 2050. School data tells us how many children are taught through the medium of Welsh. In 2018/19, of the 35,800 learners in Year 2, around 23% (namely 8,100) were assessed in Welsh (first language).²⁰

The Welsh in Education Strategic Plans (Wales) 2019 Regulations make provisions requiring a local authority to design their Plans on the basis of a target range over a 10-year period. Under previous arrangements, the WESPs measure the number and percentage of Year 2 learners assessed in Welsh first language. National data collection of teacher assessments is likely to continue to measure the number of Year 2 learners assessed in Welsh first language for the time being, however this may change as the new curriculum is rolled out over the coming years and possibly be replaced by new assessment arrangements.

We want to ensure that we are able to measure the provision of Welsh-medium education on a consistent basis during the implementation of new curriculum arrangements. For this reason, a decision has been made to base this methodology on the Pupil-Level Annual School Census (PLASC) data for children in Year 1 being taught through the medium of Welsh. This will be based on the 'Study of Welsh' data item for learners in Year 1 collected in PLASC, which identifies how they study Welsh at school – being taught Welsh as a first language or as a second language (or dis-applied from the curriculum). This will be used as the measure of provision of Welsh-medium education in each local authority.

The table below shows how the number and percentage of **Year 1 children** being taught through the medium of Welsh has changed over time, and is consistent with how we propose to measure Welsh-medium education provision in future.

For this reason, we are satisfied that a move to measuring provision of Welsh-medium education using PLASC data for children in Year 1 being taught through the medium of Welsh supports the targets outlined in the trajectory developed for the *Cymraeg 2050* strategy. PLASC data for Year 1 learners represents the most comprehensive dataset available for learners at the earliest stages of primary school education.

²⁰ There was no collection of teacher assessment data in 2019/20.

Table 1: Year 1 children taught through the medium of Welsh, 2011/12 to 2019/20

	2011/1 2	2012/1 3	2013/1 4	2014/1 5	2015/1 6	2016/1 7	2017/1 8	2018/9 9	2019/2 0	2020/21 Target
Number	7,671	7,831	8,104	7,856	8,110	8,124	8,295	8,057	7,848	8,400
Total	33,231	34,055	35,537	34,674	35,302	35,936	35,531	34,419	33,728	35,000
Percent	23.1%	23.0%	22.8%	22.7%	23.0%	22.6%	23.3%	23.4%	23.3%	24%

The percentage of Year 1 children being taught through the medium of Welsh has remained at around 23 per cent since 2011/12. This is broadly consistent with the percentage of Year 2 learners assessed in Welsh first language from national data collection of teacher assessments.

Table 1 shows that the number of children in Year 1 has been varying since 2011/12, as has the number of children taught through the medium of Welsh. However, more Year 1 children are now taught through the medium of Welsh than in 2011/12.

2. The future

Cymraeg 2050 includes a target for increasing the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to **30 per cent** by **2031** (about 10,500 in each year group), and then **40 per cent** by **2050** (about 14,000 in each year group).

Targets for each local authority therefore need to be calculated in order to set a clear path to reach the national targets. For this to be achieved, there would need to be one target for each local authority, based on the number of children being taught through the medium of Welsh in Year 1 as outlined above, not on the total numbers of learners in all year groups. The number of learners being taught through the medium of Welsh will vary in each year group therefore the target will be based on the number of Year 1 learners, representing the start of the statutory education.

This is not to say that data around year 2 learners, or data around the retention and progression of learners between the various key stages will no longer be required. The need for the WESP to continue to demonstrate how children receiving Welsh-medium education provision, or given the opportunity to further their Welsh language skills are supported and encouraged to continue on their linguistic journey, is more relevant than ever.

3. Methodology for calculating the ten year target

It is proposed that local authorities calculate their target based on the number of Year 1 children being taught through the medium of Welsh, using 2019/20 data as a baseline. This methodology takes into account the range of Welsh-medium education provision across Wales by introducing a group system. The factors considered when grouping authorities include: the percentage of learners taught in Welsh; the models of Welsh-medium education provision adopted by the authority and the linguistic nature of a local authority. This explains why certain local authorities may have been placed in one group even though their baseline percentage of Year 1 learners taught through the medium of Welsh is higher than some of the local authorities within another group.

We regard this approach to be fairer as it acknowledges the different challenges faced by the 22 local authorities. It is also clear to all local authorities what the Welsh Ministers believe their contribution should be in reaching the target of a million Welsh speakers by 2050.

It is proposed that each group of local authorities has a target to increase the percentage of Year 1 learners taught through the medium of Welsh by a fixed range of percentage point increases, based on the provision in each local authority using 2019/20 data as a baseline. The addition of targets within a lower and upper range, as well as grouping areas according to their current provision further acknowledges that the starting point for each authority will be different and that each authority's route to achieving those targets will vary.

The four groups of local authorities are as follows:

Table 2: Groups of local authorities for calculating targets, including percentage of Year 1 children being taught through the medium of Welsh in 2019/20

Percentage of Year 1 children being taught through the medium of Welsh, 2019/20	
Group 1	
Isle of Anglesey	91.1
Gwynedd	98.5
Group 2	
Conwy	25.8
Denbighshire	27.3
Powys	22.2
Ceredigion	72.9
Pembrokeshire	22.9
Carmarthenshire	58.4
Neath Port Talbot	17.0
Group 3	
Wrexham	15.0
Swansea	15.4
Vale of Glamorgan	14.3
Rhondda Cynon Taf	19.1
Merthyr Tydfil	14.0
Caerphilly	17.9
Cardiff	16.9
Group 4	
Flintshire	6.3
Bridgend	7.6
Blaenau Gwent	3.7
Torfaen	13.0
Monmouthshire	3.8
Newport	5.7

Group 1

The vast majority of Year 1 children (more than 91% in 2019/20) are already being taught through the medium of Welsh in these local authorities. Welsh-medium community education is the norm and English-medium schools are rare exceptions.

Group 2

Between 17% and 73% of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. It may be that Welsh-medium community education is the norm, or that it is the norm in a significant number of communities within the local authority. In other areas, there is a choice between Welsh-medium education and English-medium education.

Group 3

Between 14% and 19% of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. It may be that Welsh-medium community education is the norm in one/a very small number of areas, but this is the exception not the rule. There is usually a choice between Welsh-medium education and English-medium education.

Group 4

13% or fewer of Year 1 children in these local authorities were being taught through the medium of Welsh in 2019/20. There is a choice between Welsh-medium education and English-medium education in these local authorities.

It is proposed that each group of local authorities calculates a target to increase the percentage of Year 1 children being taught through the medium of Welsh by a fixed range of percentage point increases, based on the existing provision in each local authority, using 2019/20 data as a baseline.

The following table shows the range of percentage point increase in Year 1 children being taught through the medium of Welsh expected for each local authority in order to contribute to the national target of 30% of learners receiving Welsh-medium education by 2030/31. Each local authority would be in one of following groups, as outlined above.

Table 3: Range of percentage point increases in Year 1 children being taught through the medium of Welsh for each group of local authorities to meet in order to contribute to the national target of 30% of learners receiving Welsh-medium education by 2030/31

	Percentage point increase range	
	Lower	Upper
Group 1	0	0+
Group 2	10	14+
Group 3	8	12+
Group 4	6	10+

The lower range has been set for each group of local authorities so that the national target of 30 per cent of Year 1 learners being taught through the medium of Welsh by 2030/31 is achieved.

The upper range should not be seen as an upper limit – local authorities are encouraged to exceed the targets where possible.

For the local authorities in Group 1, the aim is to maintain the current provision of Welsh-medium education in their area – in 2019/20, the percentage of Year 1 learners being taught through the medium of Welsh was between 91 and 99%.

The following table shows an example of what the targets might be for a local authority in each group.

Table 4: Example of targets for each group of local authorities
Percentage of Year 1 learners being taught
being taught through the medium of Welsh

	2019/20	2030/31 target	
		Lower range	Upper range
Group 1			
Local authority A	93	(93+0) 93	(93+0) 93+
Group 2			
Local authority B	32	(32+10) 42	(32+14) 46+
Group 3			
Local authority C	27	(27+8) 35	(27+12) 39+
Group 4			
Local authority D	6	(6+6) 12	(6+10) 16+

Whether or not a Year 1 learner is being taught through the medium of Welsh is collected in the Welsh Government's Pupil-Level Annual School Census. This information is available for all learners aged five or over.

Table 5 shows the targets for 2030/31 for each local authority using the current proposed methodology.

Table 5: Local authority targets based on the methodology (in group order), 2030/31

	2019/20		2030/31 Target			
	Number	Percent	Lower range		Upper range	
	Number	Percent	Number	Percent	Number	Percent
Group 1						
Isle of Anglesey	654	91.1%	655	91%	655	91%
Gwynedd	1,143	98.5%	1,145	99%	1,145	99%
Group 2						
Conwy	283	25.8%	395	36%	435	40%
Denbighshire	299	27.3%	410	37%	455	41%
Powys	283	22.2%	410	32%	460	36%
Ceredigion	465	72.9%	530	83%	555	87%
Pembrokeshire	293	22.9%	420	33%	470	37%
Carmarthenshire	1,126	58.4%	1,320	68%	1,395	72%
Neath Port Talbot	252	17.0%	400	27%	460	31%
Group 3						
Wrexham	235	15.0%	360	23%	425	27%
Swansea	390	15.4%	590	23%	695	27%
Vale of Glamorgan	221	14.3%	345	22%	405	26%
Rhondda Cynon Taf	506	19.1%	720	27%	825	31%
Merthyr Tydfil	100	14.0%	155	22%	185	26%
Caerphilly	359	17.9%	520	26%	600	30%
Cardiff	702	16.9%	1,035	25%	1,200	29%
Group 4						
Flintshire	105	6.3%	205	12%	270	16%
Bridgend	119	7.6%	215	14%	275	18%
Blaenau Gwent	29	3.7%	75	10%	105	14%
Torfaen	139	13.0%	205	19%	245	23%
Monmouthshire	32	3.8%	80	10%	115	14%
Newport	113	5.7%	230	12%	310	16%
Wales	7,848	23.3%	10,415	31%	11,690	35%

Appendix 3: Organisations and how they can help to implement Welsh in Education Strategic Plans by local authorities

Mudiad Meithrin

Mudiad Meithrin aims to give all young children in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.

Membership of the Mudiad includes Cylchoedd Meithrin, Cylchoedd Ti a Fi and day nurseries offering Welsh-medium provision throughout Wales. In addition to supporting its members, Mudiad Meithrin is also working collaboratively with local authorities and other partners to develop new provision through its 'Set Up and Succeed' (SAS) programme.

For more information visit: <https://www.meithrin.cymru/home/>

Cymraeg for kids

The aim of Cymraeg for Kids is to support parents, prospective parents and other family members to use Welsh in the home, to transfer Welsh to their children, and to support children's language development.

The programme offers sessions (e.g. massage, yoga and story and rhyme sessions for babies) free to parents/guardians in community settings. The programme also works with the NHS and other partners to share information with parents/guardians about Welsh-medium childcare and education options available to them and how the child can be supported along the journey to Welsh education.

For more information visit: <https://www.meithrin.cymru/cymraeg-for-kids/>

Regional Consortia

The regional consortia for improving schools, which work on behalf of local authorities, lead, orchestrate and coordinate improvements in the performance of schools and education of young people. Helping those who educate our children and young people is the main mission and purpose of our regional consortia. Their role, therefore, is to support schools and local authorities in their efforts to:

- improve learning outcomes for all young people;
- ensure the delivery of high quality teaching and learning; and
- support and empower school leaders to better lead their schools.

For more information visit:

GwE: <https://www.gwegogledd.cymru/?lang=en>

ERW: <http://www.erw.cymru/>

EAS: <https://www.cpdsewales.org.uk/cpd/default.asp?languageid=1>

Central South Consortium: <https://www.cscjes.org.uk/>

RhAG – Parents for Welsh Medium Education

RhAG is there to support parents/carers in their journey with their children through Welsh education and beyond. The period commences before the child's birth, with promotion within the pre-natal and early years sector, and works with stakeholders positively and proactively to ensure that access to Welsh education is available to all who want it.

Through this work RhAG is also working to ensure that more Welsh-medium schools open up the length and breadth of Wales so that demand rises. It is closely co-operated with a wide range of stakeholders-schools, local authorities, Mentrau Iaith, Education Consortia, Urdd Gobaith Cymru, Mudiad Meithrin, private care provisions, local and national Government.

It also works with parents directly to support them when specific cases arise. This is done through direct counselling and representation.

A network of volunteers across Wales, both parents, carers and friends of Welsh education, represents the organisation through a variety of committees and forums and feeds back into a national management committee.

For more information visit: <http://www.rhag.cymru/>

Urdd Gobaith Cymru

The aim of the Urdd is to ensure opportunities, through the medium of Welsh, for all youth in Wales to develop as individuals and to enable them to play a constructive role in society, building personal and social skills.

The Urdd has over 53,000 members, and through activities and friendship brings the Welsh language alive for children and young people. The Urdd promotes and facilitates the use of the Welsh language across a range of the Urdd's activities across communities in Wales, by holding local Eisteddfodau, youth forums, social opportunities, sport, together with the publication of 3 journals and ensuring presence on a range of social media.

The activities will lead to linguistic outcomes by providing children and young people with the opportunity to increase their use of Welsh, improve their skills and become more confident in their Welsh identity.

For more Information about Urdd Gobaith Cymru please visit:
<https://www.urdd.cymru/en/>

Mentrau Iaith

The aim of the Mentrau Iaith is to promote the Welsh language across Wales. There are 22 Welsh language initiatives serving all parts of Wales.

Opportunities to use the Welsh language outside school are important and valuable to the learner. The Mentrau are able to offer support to schools which include crèche services, open access service during school holidays, childcare plans for school holiday periods or fun school clubs.

For more information about your local initiative please visit:

<http://www.mentrauiath.cymru/amdanom-ni/ein-gwaith/>

Further Education College and Apprenticeships

Further education colleges and the apprenticeship sector have an important role to play in planning Welsh-medium and bilingual education and training and to create appropriate linguistic progression for young people when transferring from school to other post-16 sectors.

The Coleg Cymraeg Cenedlaethol extended its responsibilities recently to include the post-16 sector and within its role will work with partners to develop the Welsh-medium and bilingual infrastructure.

For more information follow: <http://www.colegcymraeg.ac.uk/en/>

For more information about Colegau Cymru, the representative body for further education colleges, which has a role in shaping policies that influence the post-16 sector, follow: <http://www.colegau.cymru/index.php?Lang=1>

Apprenticeship provision is provided by further education colleges and local and national private companies in all parts of Wales. They provide employment training for young people post-16 and all-age. For more information visit:

<https://www.ntfw.org/>

Higher Education College

Seven higher education institutions in Wales offer a wide range of undergraduate and postgraduate courses ensuring further linguistic progression in the education sector, and to include university involvement on Forums more information on the Coleg Cymraeg Cenedlaethol can be found here: <http://www.colegcymraeg.ac.uk/en/>

Appendix 4: Choice architecture: Easy tips to make all this happen

1. You'll probably already be using a computerised registration system so you know who wants to attend which schools. A few little steps can make sure these systems offer a plain and simple choice to parents who could send their children to Welsh-medium education. The secret's simple. If they have to look for it or request it, a lot of them won't find it or won't request it. Put the choice right in front of them and make it attractive.
2. Do all your interactions with prospective parents follow the EAST principles? Think about it all from the parent's perspective, (is it Easy, Attractive, Social and Timely) to choose Welsh-medium education if they don't speak Welsh? EAST guidelines were produced by the Cabinet Office to help good service design. Have you followed the guidelines thoroughly in your Welsh-medium education planning? EAST is a simplified version of the MINDSPACE model. You could use that too.
3. You could conduct User Experience [UX] Research on how easy it is for parents to access Welsh-medium provision. You should use *real prospective parents* to do this, and you should use a professional user research methodology and/or company to do it.
4. As well as EAST, everything you do should use a *Design with intent* methodology (the intent being to increase the number of pupils in Welsh - medium provision according to your WESP).
5. Do you have a critical friend to help you? Have you spoken to an authority who's followed this process thoroughly? Have you seen their lessons learnt log? Are you keeping a lessons learnt log – you could be a beacon for others in the future.
6. Changing choice architecture to increase uptake of Welsh medium provision is a Project you'll need to undertake. So you'll have to manage this work under a recognised program/project management methodology.
7. You will need to make sure you parcel work out to relevant parts of your organisation (e.g. (1) User Journey on Website, (2) reviewing of all text on Welsh- medium education that parents see. (3) Rewriting this in a positive narrative with a recognised marketing/verbal strategy. (4) search engine optimisation).
8. We are creating a suite of web content about Welsh-medium education for you and we have quality controlled it – reuse it at will! We'll be adding to this regularly, and also providing guidance on how to create a positive narrative around the Welsh language.
9. We have created videos about Welsh-medium education – reuse them freely!
10. Sometimes the computer systems used to register children for schools take a long time to change. Could you work together with other authorities and the manufacturers so that Welsh-medium schools could be more visible to parents?

11. What about search engine optimisation? What does a parent see when he or she searches for 'schools in my area' or other search terms. Is Welsh-medium provision there right from the start? Are the messages on the search results tested to attract people in?