

ADRODDIAD BLYNYDDOL GwE ANNUAL REPORT 2021-2022

HUNAN ARFARNIAD | SELF EVALUTION

ADRODDIAD MONITRO CHWARTER 4 | QUARTER 4 MONITORING REPORT

(01/01/2022 – 31/03/2022)

AMCAN / OBJECTIVE:

CYNLLUN BUSNES _____ MFL _____ BUSINESS PLAN

BETH GYFLAWNWYD YN 2021-2022 | WHAT WAS ACHIEVED IN 2021-2022

**Effaith yn erbyn y camau gweithredu a'r deilliannau am y flwyddyn gyfan:
Impact against actions and outcomes for the whole year:**

Cyf Ref	Her / Challenge	Gweithredu / Actions	Deilliant / Effaith Outcome / Impact	Plans 2022-2023
SA1.1 GwE Obj 1,2	Support primary schools plan their International languages provision	GF Primary Team: Lead schools To plan and provide appropriate support To liaise with SIA and GwE Primary Team for consistency of message and dissemination To develop communication and contact list (GF newsletter/ GwE Bulletin/ cluster meetings...)	The Lead schools and SEW are providing regular direct support to their clusters and are available to support any school which request extra help. Some clusters are now adding IL to their agenda and have made enquiries to receive further support. A range of practice is being considered and developed to suit the cluster context. Individual schools have made use of the support offer and productive discussions are taking place. Staff feel supported and develop a deeper understanding of the IL in their curriculum. Approach and messages are consistent and in line	Developing communication further to ensure all schools receive information. Develop drop-in sessions into regional network meetings: IL in primary. Involve more schools in Talk pedagogy presentation to develop network, support and confidence. Capture accurate picture of IL in primary GwE and develop practice: by visiting schools, develop collaboration in developing and producing resources and examples of learning plans.

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			<p>with the GwE support programme to roll-out.</p> <p>There has been a significant increase in schools involved with IL over the year: 163 schools (+ 153%) have expressed an interest or participated in the Global Futures Offer (funding, professional learning, support)</p>	
		<p>Provide professional learning opportunities GF GwE webinars or recorded tutorials Expert training sessions Outside agencies training programmes Working parties</p>	<p>Drop-in sessions have been organised and attended by a few schools. Teachers attending appreciated the informal discussions and found the information very useful. Most schools attending have engaged with Global Futures as a result.</p> <p>80 schools have accessed funding for training opportunities or resources this year. (Power Language, Open University.)</p> <p>All schools have had access to the 5 training sessions for primary schools by guest</p>	<p>Provide Power language subscriptions to most schools. Training sessions planned Summer term: Talk Pedagogy: 25.4.22 Power language: 5.5.22+ 16.6.22 Institut Francais: 23.5.22</p> <p>Language upskilling sessions: Teachers are increasingly enquiring about upskilling sessions to develop their language knowledge. Possible sessions as drop-in or more formal programme could be organised.</p> <p>Autumn term: training sessions/ conference for primary: pedagogy and refine planning for CfW TBC (guest speakers/ OU course Associate teacher etc..)</p>

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			<p>speakers (Richard Tallaron, Gillian Campbell-Thow, Rachel Hawkes) either by attending the live sessions or by accessing the recordings.</p> <p>69 so far schools have applied for the new two-year subscription to Power language resources. (March- on-going)</p> <p>2 schools have accessed the German Author Tour opportunity (to take place in May 2022)</p> <p>Talk pedagogy LLC IL sessions have been promoted and a GwE primary school will lead the third session in April.</p>	<p>Network meetings- focus on pedagogy with presentation of aspects to develop by Lead schools, volunteer primary school or SEW/ guest speaker etc..</p> <p>Build on links developed this year with Scotland: Lead schools/ SEW to liaise with peers in Scotland to develop practice and support for schools in North Wales. (possibly with CLIL schools in England as well) TBC</p> <p>Support the North Wales ITT programme to develop and support trainee primary teachers with IL.</p>
		<p>Develop GwE support centre for IL in primary</p>	<p>The GwE support Centre is now the first port of call for teachers in North Wales and the MFL International Languages sections have been created and updated since July 2021(primary and secondary)</p> <p>All teachers have access to the website to find current and relevant resources, training materials, links and</p>	<p>Continue to update and develop.(see issues below)</p>

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			<p>contacts they need to increase confidence, expertise and to support their journey to 2022 and beyond.</p> <p>It is being used increasingly by schools.</p>	
SA3.8 GwE Obj 2	Provide direct support to primary teachers via the Open University Teachers Learning to Teach languages (TELT) programme .	Recruit and support registration up to 25 teachers Fund Associate teacher role: [information redacted s40 personal information] (continued): trainer/tutor for teachers following the OU course (3 rd year)	<p>9 teachers have enrolled in the OU TELT course for 2021-2022 (7 part 1, 2 part 2). Since 2018 and by June 22, 31 teachers across the region will have completed the one-year training course to learn and teach an IL in primary. 8 of those will have completed the second year as well.</p> <p>The course has enabled these teachers to</p> <ul style="list-style-type: none"> -develop their expertise and confidence in the IL and the delivery of IL in primary -share pedagogical principles and methodology with colleagues -start developing the provision of IL in their schools and experiment with planning and curriculum design -develop independence of primary schools to plan and deliver IL <p>In 2019, the OU selected one of our teachers [information redacted s40]</p>	<p>Provide further funding to sponsor OU courses.</p> <p>Work alongside the OU to produce set of pedagogical resources for IL in the primary with the view to share with all schools. (OU grant/project 2022-2023)</p> <p>Ask [information redacted s40 personal information] and accredited teachers to share their experience/ ideas and support other schools. Use teacher voice to inform needs of schools re upskilling in language learning.</p>

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			<p><i>personal information</i>] to become an Associate Teacher. <i>[Information redacted s40 personal information]</i> has continued her monitoring and supporting role in the region and across Wales for the third year running.</p> <p>Her support is key to helping teachers complete the course successfully and with confidence</p>	
SA1.2 GWE Obj 2	<p>Increase the opportunities for learners to experience languages alongside examination courses.</p> <p>(primary and secondary)</p>	<p>Support Routes Cymru to develop of events for schools and students. Work in collaboration with Lead at Bangor Uni to coordinate events. Communicate and encourage schools to engage with the various opportunities (SLA Career and language taster, PLA training, Masterclasses, Primary Toolkit, Oxford Seren Residential, Summer Language feasts)</p>	<p>All information and links to join the various events were communicated to all schools.</p> <p>This year, the impact of these initiatives is difficult to capture as most of these have been carried out digitally or asynchronously. Attendance data not available or not available yet. To be added.</p>	<p>Continue to support and re-launch face to face events if possible.</p>

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SA2.6 GwE Obj 1,2	Provide guidance for schools which sets out approaches to school planning and prioritising of languages. The guidance will apply to the current curriculum but will also support schools as they transition to the new curriculum.	Work with GwE T and L group Work with GwE LLC AoLE group to develop common understanding of the CfW and best ways to support schools. Subject Network meetings: (secondary) GwE CfW sequence of support (9) current curriculum and new CfW	Regular discussions and work around the production of a GwE T and L strategy have taken place. GwE Regional and Local groups collaborative work has enabled deeper understanding of the CfW framework and has enabled to refine support to schools. Being part of the GwE Subject team PLC group has enabled to develop personal PL and research in order to develop expertise, to deepen understanding of other subject areas, to support and coordinate offer to schools more effectively. 12-day Cross-regional Curriculum Design Programme with Lucy Crehan (Dec21- March 22): conversations and material produced in these workshops have enabled to refine and support the developments of the regional and local programmes and vice versa. Consistent messages, guidance and support to school is offered, improving the quality of T and L at all levels	Workshops with Middle Leaders: AoLE planning principles. Continue to support practitioners to deepen understanding of CfW framework and principles. Develop practitioners' understanding and practice around curriculum design and planning for IL within and across the AoLEs. Opportunities for schools to work collaboratively and to develop and share successful practice. Working parties to follow-up on Professional learning programme. Conference with IL experts

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			<p>Consistent and coherent guidance and support is provided to schools.</p> <p>The 6 session professional learning programme to support the transition to Curriculum for Wales offered all teachers in the region (primary and secondary) an opportunity to develop their understanding of the languages continuum and principles around and planning for IL in CfW.</p> <p>Due to the pressures and constraints on schools again this year, all sessions were timetabled after school and therefore not always suitable to teachers. However, all PL sessions were recorded and shared to all schools so the PL could be accessed.</p> <p>Conversations and sharing of good practice and developmental stages in preparation for CfW are on-going.</p>	
		<p>LLC Project: Creating across languages Share/ pilot with schools</p>	<p>The 2 schools trialling and developing the project/unit have now created and delivered their unit of work.</p>	<p>Complete the project (refining resources and students' final production + performance in Pontio) and collate school's resources and feedback: evaluation of project and processes.</p>

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			<p>Progress in line with timetable and action plan.</p> <p>This project has increased practitioners' understanding and confidence in planning for CfW.</p> <p>This is providing an example of curriculum design, planning framework and resources for a practical unit to use within LLC.</p>	<p>Disseminate project and findings to all schools to share good practice of processes.(choose and create the most appropriate platform and format)</p>
		<p>Project: Translation Exchange Oxford Poetry competition Complete the Welsh resources Develop the competition to the Welsh context Develop resources for Spanish and German or French higher levels: TBC</p>	<p>The Welsh GwE resources have been added to the Oxford Queen's College TE Competition website and are distributed to schools requesting them in Wales.</p> <p>The Welsh strand of the competition has increased the number of schools taking part. (Welsh-medium translation competition at UK level now possible and bilingual resources for French KS3)</p> <p>18 schools in GwE involved in 2021-2022(+ 160%)</p> <p>36 across Wales. (+ 200%)</p> <p>This has also raises the profile of the Welsh language at UK level.</p>	<p>Continue to support and help promote the completion.</p> <p>Capture the impact of the competition for Welsh schools.</p> <p>Possibly develop resources in Spanish/ German.</p> <p>Develop way to celebrate schools taking part in the project.</p>

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			Schools taking part have introduced an exciting and enriching new experience in their student's learning journey.	
		Exploring possible collaboration to use/ adapt work with Ulster University : Language awareness at KS3- Multilingualism	The pilot schools are still developing the programme and resources and more time is needed to be able to review the impact and sharing resources with other schools.	tbc Provide practical support to schools in their planning and provision (WMS1)
SA3.7 GwE Obj 2	Provide direct support to secondary schools via the Cardiff University mentoring project for 2021-22	Promote and encourage school engagement in Mentoring schemes Year8/9 mentoring KS3/KS4 Resources	<p>18 schools in GwE were involved in the schemes in 2021-2022 (18 term one+ 12 term 2)</p> <p>Feedback from school is generally very positive but some logistical problems due to Covid and virtual delivery have sometimes hindered impact.</p> <p>A report aiming to contextualise individual school data alongside responses from across Wales to understand the challenges facing IL was produced for each school and for the Consortium. This has provided invaluable insights into learner attitudes and intentions towards</p>	<p>Work in collaboration with Student mentoring to recruit new schools for 2022-2023 (by 6/5/22)</p> <p>Priority given to schools where uptake is low or in decline or schools not having taken part yet.</p> <p>Use findings of the report to address challenges facing IL.</p>

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			language learning. This could inform possible strategies to address factors influencing uptake at KS4.	
		Year 7 Resources development- 2 schools per Consortium to be part of the focus group.	<p>2 schools selected in GwE to trial and provide contributions to focus group.</p> <p>Innovative and very practical resources being produced and which will be able to :</p> <ul style="list-style-type: none"> -enthuse teachers about the possibilities of the CfW. -develop multilingualism and cultural awareness -respond to teachers and learner’s needs and interest 	<p>Primary schools to possibly trial some of the resources to help development.</p> <p>Continue to support the project and to help disseminate to and collect feedback from schools when resources are ready 2022-2023(primary and secondary).</p>
SA3.9 Obj 2	Consortia to provide support through the regional Hub model (Secondary)	<p>Hub Leaders and network meetings</p> <p>To plan and provide appropriate support/training/ resources</p> <p>To liaise with SIA and GwE</p> <p>Secondary Team for consistency of message and dissemination</p> <p>Attend relevant webinars/ language conferences and search for best practice developments and possible guest speakers</p>	<p>Regular support has been requested by HT from 9 individual schools. Support focuses on planning, assessment and progression, teaching and learning.</p> <p>Support is also provided to individual schools/ departments who contacted the GF GwE team via their Hub leaders. Teachers and HT feedback is very positive. Quality of T and L is improved.</p> <p>Teacher voice informed the demand, frequency and nature of network meetings. As a results,the learning programme and</p>	<p>Continue to provide support to the network.</p> <p>Continue network meetings with focus led by teachers’ needs.</p> <p>Organise follow-up sessions to review and develop practice from the PL sessions to continue develop understanding and planning for CfW.</p> <p>Continue to address the factors affecting uptake at KS4 and support schools in raising the number of students</p>

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			<p>support offer were tailored to teachers' needs.</p> <p>2 subject network meetings (July+ Oct) and one drop-in session (March) and a 6 session PL programme were organised (Dec-March).</p> <p>All training sessions were recorded to alleviate the various and heavy pressures on schools and teachers the release and timetable problems and to give teachers more flexibility and access to all PL.</p> <p>The PL programme with guest speakers Gillian Campbell-Thow and Rachel Hawkes enabled teachers to develop and share ideas to support their preparation to CfW roll-out.</p> <p>All recordings were also shared with the other Consortia Lead and Partneriaeth to share with their schools.</p> <p>All messages are in line with guidance and work developed through the GwE regional groups.</p>	<p>continuing languages after KS3.</p> <p>Review the use of Teams: how to ensure all teachers have easy access if technology allows.</p> <p>Organise a Regional Conference with guest speakers to address needs identified for CfW.</p>

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			<p>Audits in the summer and autumn terms have enabled to capture the situation regarding uptake at KS4.</p> <p>Discussions and comparisons with national trends show a similar picture to that of the rest of the country.</p> <p>IL remain a Welsh Government's priority.</p> <p>Strategies and resources to support the promotion of languages in GwE schools are shared regularly.</p> <p>New Teams International Language Secondary network has been created for the whole network to be used by GwE MFL practitioners as a forum for conversations, share resources and ideas regarding the different aspects of teaching and learning languages in school.</p> <p>The forum has helped to communicate more quickly with some teachers.</p> <p>SEW and Hub leaders attended a variety of conferences and webinars (MFL question Time,</p>	

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			<p>Language Show, Primary ALL conference, All Language World, MFL Delivering Excellence, WJEC GCSE, A Level, GBC....)</p> <p>This has enabled to keep abreast of the developments in terms of pedagogy and curriculum design for IL.</p> <p>This has informed some of the support offered and will be used to develop next year's programme.</p> <p>Funding was provided to all secondary schools (£270) to support Blended learning approaches and to develop the quality of teaching and learning.</p>	
		<p>NQT support/network: Regular NQT network meetings for MFL. Liaise with GwE NQT Lead(Ieuan J) and plan sessions to support NQT programme</p>	<p>3 NQT meetings were organised and well attended.</p> <p>7 Teachers developed confidence and proficiency in their practice.</p> <p>Teachers have benefitted from the network to share ideas and support one another.</p>	Continue the forum

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		Support Alliance and cluster meetings support/ development of resources	<p>Hub leaders and GwE teachers collaborated to create 18 tutorials to support KS4 revisions for all schools in the region in French, Spanish and German.</p> <p>All schools in the region have access to them and can use as blended learning resources.</p> <p>This has also provided resources for school to school support.</p>	<p>Complete the last 3 tutorials and Welsh versions.</p> <p>Develop further workshops to support the needs identified by the region.</p>
		Develop GwE support centre for MFL/ IL in secondary	<p>The GwE support Centre is now the first port of call for teachers in North Wales and the MFL International Languages sections have been created and updated since July 2021(primary and secondary)</p> <p>All teachers have access to the website to find current and relevant resources, training materials, links and contacts they need to increase confidence, expertise and to support their journey to 2022 and beyond.</p> <p>It is being used increasingly by schools.</p>	Continue to update and develop.
SA1.3	Work to reduce the marginaliza	Ensure MFL/IL has an important and permanent	Global Futures GwE Messages and presence are regularly published in the	Continue to develop effective communication.

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	tion of languages	place in Consortia and schools' agenda and monitor schools' efforts to promote and increase uptake of languages.	<p>GwE Bulletin, Twitter, Support Centre and website.</p> <p>SIAs aware of the offer and sharing information with schools.</p> <p>IL is addressed regularly in support conversations and HT request for support is increasing.</p> <p>Provision for languages in schools is discussed and considered to align with CfW vision.</p> <p>Work with Ann Bradshaw SLO has enabled for IL to be part of the SLO framework.</p> <p>As a result, the Consortium has helped to develop and has been involved in regular sessions around IL through the Talk Pedagogy Teams. (Start 31.1.22/ GwE will be presenting on third session 25.4.22)</p> <p>This, as a result, is raising the profile and presence of IL in the curriculum as well as enabling practitioners to develop their practice and take part in fruitful professional conversations.</p>	Continue participation to Talk pedagogy sessions.

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SA1.4	Undertake an external evaluation of the Global Futures programme	Attend steering group meetings Plan and review the Regional action plan on a quarterly basis	<p>All planned GwE strategic aims of the GF programme have been carried out.</p> <p>Quarterly reports have been completed and all meetings attended when possible.</p> <p>This has enabled a coherent, cohesive and effective action plan to be delivered.</p>	Continue good practice.
SA2.5	Deliver a national campaign that addresses the negative perceptions of language learning.	Develop effective communication with schools, parents, students and other stakeholders.	Through our various communication channels and Support Centre, all schools and teachers have access to promotional materials and resources to raise the profile of Languages and multilingualism to use with students and parents.	
SA3.10	Expand our collaboration work with Global futures partners	Work with Qualification Wales to develop different types of examination/ accreditation	<p>Participation in the SLWG (Subject level working group) for International languages (Nov21-June 22) has enabled collaboration to shape proposals for the high-level content and assessment of qualifications within the subject area (the minimum qualification requirements).</p> <p>5 outputs being developed for consultation.</p> <p>Reflection on current provision</p>	Complete the programme.

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			<p>Proposals for qualification purpose, aims and objectives Proposals on content Proposals on assessment Impact and change management Preparation and conversations have been very useful to understand and feedback to colleagues on the direction QW are trying to take in order to shape the new qualification requirements. Also a good way to voice key messages from practitioners to QW.</p>	
		<p>Promote links to the GF partners via the ½ termly GF GwE Newsletter/ Bulletin/ emails</p>	<p>Regular and up to date information on relevant developments and opportunities is provided regularly via the different communication channels.</p> <p>A wider range of schools and teachers have access to exciting and inspiring activities for their students.</p>	<p>Continue practice.</p>
		<p>Attend all meetings with partners (i.e. Routes Cymru advisory meetings/ Steering group meetings)</p>	<p>SEW has attended all meetings and kept abreast of developments.</p> <p>Provided feedback and contributed to ideas to develop.</p> <p>Supported the implementation/ engagement of schools in events when possible.</p>	<p>Continue practice.</p>

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		<p>Cross-consortia collaboration: Organise regular meeting with other Consortia to develop a national offer to schools.</p>	<p>Regular and effective collaboration and work with other Leads as enabled to share and offer a more effective and robust PL. (webinars/recordings shared).</p> <p>Work with SLO and Talk Pedagogy developed together- as a result, messages are consistent and network wider.</p>	<p>Develop collaboration and production of resources or support to schools.</p>

ARFERION LLWYDDIANNUS | SUCCESSFUL PRACTICE

Lead schools and Hub leaders support has helped devise and deliver a support programme tailored to the specific needs of the schools in the region.

Training and drop-in sessions have been well-received. Drop-in sessions have enabled some primary schools to get in touch in an informal manner. This first contact encouraged them to engage with the Global Futures programme for the first time.

Training session format (recordings available) have enabled teachers to access the sessions in their own time, therefore allowing them more flexibility.

School to school support feedback has been very positive. Staff feel more confident and supported in their practice.

Optional surveys have enabled to capture a more accurate picture and to respond to practitioners's needs and requests in the secondary.

School visits to primary schools have enabled productive and effective discussions and developments.

BETH SYDD ANGEN EI WELLA | WHAT NEEDS TO IMPROVE

Materion neu risgiau newydd gafodd eu hadnabod | Issues or new risks identified

GwE support Centre upload: due to workload, it has not been possible to upload all documents and information sent. The issue is being addressed by the Service.

Very heavy pressures on schools again this year have prevented certain activities to take place (working parties, surveys, face to face training and meetings). Or for staff not being able to attend after school live sessions.

DATA

Data Rhanbarthol / Regional data:

Data Awdurdod Lleol / Local Authority data:

Cerdd Iaith- Primary/ number of schools : 5	22.6.21
Gwynedd:	1
Ynys Môn:	1
Conwy:	1
Dinbych / Denbighshire:	1
Fflint / Flintshire:	1
Wrecsam / Wrexham:	0

Open University TELT COURSE number of teachers: 9	2021-2022
Gwynedd:	1
Ynys Môn:	0
Conwy:	2
Dinbych / Denbighshire:	2
Fflint / Flintshire:	2
Wrecsam / Wrexham:	2

Power Language new subscription- primary	Oct 22 /number of new schools: 35	March 22 number of schools:69
Gwynedd:	2	15
Ynys Môn:	8	9
Conwy:	3	9
Dinbych / Denbighshire:	3	8
Fflint / Flintshire:	14	20

Wrecsam / Wrexham:	6	9
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Webinar Primary Power Language Number of schools 23	22/11/21
Gwynedd:	1
Ynys Môn:	2
Conwy:	
Dinbych / Denbighshire:	5
Fflint / Flintshire:	10
Wrecsam / Wrexham:	4

Primary Network meeting drop in session	11.11.21	3.2.22
Gwynedd:	No data	No data
Ynys Môn:	No data	No data
Conwy:	No data	No data
Dinbych / Denbighshire:	No data	No data
Fflint / Flintshire:	No data	No data
Wrecsam / Wrexham:	No data	No data

Routes Cymru	EDL	Master classes	PLA Training	Spelling Bee
Gwynedd	12	2	2	
Ynys Môn	2	1	1	1
Conwy	4	4		

Dinbych <i>Denbighshire</i>	1	4	2	1
Fflint / <i>Flintshire</i>	2	3		
Wrecsam / <i>Wrexham</i>	2	1	1	

Anthea Bell Prize-Translation competition- secondary : Number of schools/: 18	
Gwynedd:	6
Ynys Môn:	2
Conwy:	3
Dinbych / <i>Denbighshire</i> :	4
Fflint / <i>Flintshire</i> :	1
Wrecsam / <i>Wrexham</i> :	2

Year8/9 Mentoring programme: number of schools :18 Turbo tutoring	Oct 21- March 22
Gwynedd:	5
Ynys Môn:	1
Conwy:	3
Dinbych / <i>Denbighshire</i> :	3
Fflint / <i>Flintshire</i> :	3
Wrecsam / <i>Wrexham</i> :	3

MFL Network meeting- secondary /	1/7/21 Number of schools:26	14.10.21 33 schools - 46 teachers	Drop in session 28.3.22 11 teachers
Gwynedd:	8	7	3

Ynys Môn:	2	3	
Conwy:	2	4	
Dinbych / <i>Denbighshire:</i>	4	5	4
Fflint / <i>Flintshire:</i>	4	8	3
Wrecsam / <i>Wrexham:</i>	6	6	1

MFL NQT network meetings- secondary: number of teachers	18.11.21	13/1/22	31/3/22
Gwynedd:		1	
Ynys Môn:		n/a	
Conwy:			
Dinbych / <i>Denbighshire:</i>	2	2	1
Fflint / <i>Flintshire:</i>	3	3	2
Wrecsam / <i>Wrexham:</i>	1	1	

PL : Gillian Campbell-Thow	13.12.21	7.2.22	10.3.22
CFW	CFW Secondary Number of teachers attending	Secondary	Secondary Primary
Gwynedd:	9	4	1
Ynys Môn:	0		
Conwy:	2		2
Dinbych / <i>Denbighshire:</i>	4	3	1
Fflint / <i>Flintshire:</i>	4	3	4
Wrecsam / <i>Wrexham:</i>	8		5
PL : Rachel Hawkes	20.1.22	17.2.22	17.3.22
	Secondary Primary	Secondary Primary	Secondary Primary
Gwynedd:	10	2	1
Ynys Môn:	1		
Conwy:	5	2	
Dinbych / <i>Denbighshire:</i>	8	3	3
Fflint / <i>Flintshire:</i>	26	6	4
Wrecsam / <i>Wrexham:</i>	5		3

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Statws RAG / RAG status: <ul style="list-style-type: none"> • GWYRDD/GREEN • MELYNGOCH/AMBER • COCH/RED • LLWYD/GREY 	Proffil gwariant / Expenditure profile: <ul style="list-style-type: none"> • GWYRDD/GREEN • MELYNGOCH/AMBER • COCH/RED
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BLAENORIAETHAU AR GYFER 2022 - 2023 | PRIORITIES FOR 2022 - 2023

DRAFT Global Futures strategic aims for 2022-25 are to:

- empower all learners progress through their curriculum as we support all sectors to develop meaningful International language provision as part of the Language Literacy and Communication Area of Learning and Experience
- increase confidence for all teachers to plan and deliver International languages with resources, expertise and professional learning
- address the misconceptions around language learning and support all our learners to continue their language learning journeys throughout their education

PRIORITIES GWE

- Support primary schools with planning for CfW
- Help schools develop appropriate provision in primary
- Develop confidence and quality in International languages practice and pedagogy in primary
- Support secondary school with planning for CfW
- Provide training to address the mandatory elements of CfW and refine planning within and across AoLEs
- Help schools provide positive and exciting experiences for their language learners and develop life long love for languages from an early age.

