

Welsh Development and

Assessment Strategy

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| Originator | Anna Davies & Helen Humphreys |
| Location of Policy | Academic Services |
| Policy approved by | College Management Team |

1. **Context**

This is Gower College Swansea’s Welsh Development and Assessment Strategy. This Strategy for the period 2022 – 25 seeks to further build on the good practices and proactive measures implemented from the previous policy and Bilingual Champion targets in order to promote the Welsh language and further develop the College’s bilingual provision in relation to its Further Education, Higher Education, Work Based Learning, Better Jobs, Better Futures programme and ACL activities.

This Strategy has been developed in the context of the following key external drivers:

* Coleg Cymraeg Cenedlaethol’s Action Plan *Towards Cymraeg 2050: A million Welsh speakers Further Education and Apprenticeship Welsh-medium Action Plan*
* The Welsh Government’s ambitious vision to increase the number of Welsh speakers as set out in their *Cymraeg 2050: our plan for 2021 to 2026* A Million Welsh Speakers Strategy.
* Ensure learner’s rights in accordance to the Welsh language Standards

1. **Our Commitment towards Skills Development**

Gower College Swansea is committed to being proactive in the planning and delivery of a post-16 education and training system that provides appropriate opportunities for learners to study and learn through the language of their choice, thereby preparing them for work and life in a bilingual Wales. In implementing our Welsh Development and Assessment Strategy, we aim:

* To develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace
* To treat both the Welsh and English Language on an equal basis and continue to provide and develop high quality services through both mediums or bilingually.
* To further develop a curriculum offer which is broad, flexible, responsive and bilingual to support the growing needs of the community and industry.
* To publicise, promote and further develop a bilingual ethos within the College.

The year 2050: The Welsh language is thriving, the number of speakers has reached a million, and it is used in every aspect of life. Among those who do not speak Welsh there is goodwill and a sense of ownership towards the language and a recognition by all of its contribution to the culture, society and economy of Wales.

Cymraeg 2050: A million Welsh speakers by 2050 (Welsh Government, 2017)

**2.1 Learner Skills Trend**

FE

Apprenticeships

|  |  |  |
| --- | --- | --- |
|  | Fluent (Welsh School, Ist Language Welsh, Self-identified fluent)  (% of all learners) | All other learners |
|  | 2019/20 | 2020/21 | 2021/22 | 2019/20 | 2020/21 | 2021/22 |
| FE | 339 (7%) 395 (7%) 461 (14%) | 4240 4902 2861 |
| Apprenticeships | 217 (9%) 237 (9%) 317 (10%) | 2619 2520 2721 |

The above data strongly suggests that a bilingual teaching model would be more favorable considering the number of learners we have identified as fluent in comparison to our total intake.

See Appendix A for Linguistic Skills Profile – staff Welsh skills

**3. Skills Development Model: Planning for Success**

The Skills Development Model introduced by the Coleg Cymraeg Cenedlaethol suggests four areas when planning provision. All learners are included on this language journey, and it ensures that we as a college consider all learners starting point and outcomes with regard to Welsh language opportunities.

Opportunities for bilingual curriculum development will continue to be identified and implemented across all areas, dependent upon learners’ linguistic ability, staff skills, resources, awarding bodies and employment needs but with a particular focus on the priority areas below during the course of this strategy.

2020/21 – Child Care

2021/22 – Health and Social Care, Protected Services

2022/23 – Sport and Land Based (Horticulture)

2023/24 – Business and Creative Industries

2024/25 - Construction

To ensure the success of this strategy we will follow the Coleg Cymraeg Cenedlaethol’s six elements to ensure the structural integrity of the plan as a whole is maintained:

* Learner Experience
* Staffing Capacity
* Provision
* Resources
* Assessment and Qualifications
* Employer Engagement

Under these six pillars are further aims that we can benchmark progress against, and which will form the basis of our action plan.

**3.1 Learner Experience**

**Aim: To increase the number of learners developing fluency, language confidence, language understanding and language awareness**

**Aim: Increase the use of Welsh in social and informal situations by post-16 learners**

**Aim: To support learners into FE/Apprenticeship bilingual study**

**Annual Events Programme**

The College continues to expand the range of extracurricular activities linked to developing a Welsh ethos across the College for all learners and to provide additional opportunities for Welsh speakers to maintain and further develop their language skills.

The Welsh Engagement Officer is responsible for developing an Annual Programme of events cross-college and in relation to specific learning areas.

**Tutorial, Progress Coaches and Reviews**

For 2022/23 we will be introducing Progress Coaches to our year 1 A Level learners. One of them is fluent in Welsh, providing the capacity to support these learners through the medium of Welsh. Learners are grouped following enrollment. Vocational learners will also be grouped together according to their Welsh language skills where possible, to enable group work and communication.

Individual learner Welsh language abilities, aspirations and linguistic needs are discussed and analysed within tutorial sessions and recorded on the Electronic Individual Learning Plan (eILP). This forms the basis for planning a learning programme for the individual.

All resources for tutorial will be made available bilingually, so that all learners have access to materials in a language of their choice, regardless of the teaching language. (e.g. Mental Health digital resources, Gower Mindset etc.) will have resources available bilingually.

We plan to match WBL learners with a Welsh-medium assessor where possible, so that their reviews can be conducted through the medium of Welsh.

**Advice and Guidance**

The College will continue to identify Welsh speaking students through the admissions and enrolment processes. Fluent Welsh speakers are identified and given the option of an interview in Welsh.

During Induction all students will be informed of the linguistic support services available to them. Learner support provision through the medium of Welsh has been made available through our Safeguarding team.

Fluent Welsh learners needing pastoral support can be referred to our Welsh-medium Pastoral Coach.

**Communication**

The full-time FE prospectus identifies all courses that are able to be delivered bilingually and assessed in Welsh/bilingually. It states that any learner who wishes to submit written work in Welsh, can do so. Our college main website highlights how learners can use and develop their Welsh skills at the college and shareregular news articles to promote these opportunities.

Our social media channels will continue to promote activities and events, highlight courses available bilingually and all the opportunities for learners to develop their Welsh skills in and out of the classroom.

The Student Portal will be developed to include a section dedicated to the opportunities, external activities and resources to encourage learners to use their Welsh skills.

We will continue to create distribution lists via email and create Microsoft Teams groups for all identified fluent Welsh speakers’ details all formal and informal opportunities will be advertised via this medium.

At the start of each academic year we will continue to recruit a number of Welsh Ambassadors, a paid role funded partially through the Coleg Cymraeg Cenedlaethol and the college, whereby learners can apply to promote the Welsh language in the college and work alongside the Welsh team.

The college will actively promote progression opportunities through the medium of Welsh within the college or externally with Welsh universities offering opportunities to study in Welsh

**Welsh Ethos**

The College will continue to develop a Welsh ethos throughout the organisation, based on the following key themes as outlined in our Welsh Language Standards:

* Increase the use and impact of visual / written Welsh on learners and the public at large
* Increase the use and impact of spoken Welsh in public and college-wide events
* Make the best use of staff to enhance a Welsh language ethos and develop staff awareness and use of Welsh
* Increase learners’ understanding and appreciation of their Welsh identity
* The role of key corporate activities in improving the use of Welsh in the College
  1. **Staffing Capacity**

**Aim: To ensure that all staff who have Welsh language skills have the opportunity to develop these skills and to use them in an educational and social context with learners.**

**Aim: To support all staff who want to develop their Welsh language skills or use of bilingualism with learners.**

**Aim: To ensure that every subject prioritised for development has sufficient bilingual staff to teach.**

**Lingsuistic Skills Strategy – Appendix A**

Our Human Resources department implements a Linguistic Skills Strategy and requires Learning Area and Functional Area Managers to consider the Welsh skills needs within their team. When a post becomes available consideration is given to the level of Welsh required for the post. This process is also brought to the Bilingual Workforce Development Manager’s attention whom will follow specific language needs of a role and of the department’s language profile.

Appendix A shows the location of Welsh speaking members of staff within the various areas who are able to offer tutorials, assessment, delivery and other classroom opportunities either through the medium of Welsh or bilingually.

**Work Welsh**

All staff are given the opportunity to access the Work Welsh programme, offered at every language skill level from beginners to Fluency which is funded through ColegauCymru through the Centre for learning Welsh. Through the appraisal system areas where there are limited Welsh speakers, or that are priority areas for developing bilingual delivery are identified. Discussions take place between Learning Area Managers and their teaching staff for consideration in the Work Welsh programme.

Staff can make an application to learn Welsh on the programme and, where appropriate (are in a key priority area or are fluent but not confident to use Welsh at work), will be given remission from their teaching hours to attend lessons. All staff will be mentored and supported to use their bilingual skills within their roles. All staff learning Welsh will be required to demonstrate the use of Welsh in the classroom or in their roles across the college.

**Mentoring**

Staff that either teach or assess learners across the college have access to the mentoring provided internally by the Bilingual workforce development manager or by the external organization, Sgiliaith. 1 to 1 support will be given to increase the use of Welsh used by learners to maximize opportunities and to share the benefits of bilingual learning and build staff confidence which will develop their skillset.

**Sgiliaith**

The College will make use of the services provided by Sgiliaith. The Centre, provides training and materials that support staff, to gain awareness, knowledge and confidence to use Welsh with learners regardless of the tutor/assessor’s language skill on behalf of the Coleg Cymraeg Cenedlaethol. Sessions will be arranged either with individual learning areas or open to all staff and assessors.

**Welsh Champions**

We aim to develop a team of Welsh Champions across all Learning Areas. Ensuring all departments have a representative that meet termly to discuss bilingual developments, share good practice and drive the bilingual ethos of their area forward. The role will be in support of the college’s Bilingual Team and will have specific targets in order to receive allocated teaching remission.

**PGCE/PCET**

The college PGCE/PCET qualification delivered within the college will embed a bilingual element into the curriculum. Learners who are at level 3 or 4 proficiency in Welsh will have the opportunity to apply for the internal bilingual bursary. The criteria specifies that learners provide evidence of bilingual delivery within their practice. They will be supported and mentored by the Bilingual Workforce Development Manager. In turn we hope to increase our internal bilingual workforce.

**Coleg Cymraeg Cenedlaethol Development Grants**

We have and will receive development grant funding in the following priority sectors for lecturers and assessors delivering bilingually:

2020/21 – Child Care

2021/22 – Health and Social Care, Protected Services

2022/23 – Sport and Land Based (Horticulture)

2022/23 - Health and Social Care/Child Care/Housing - assessors only

2023/24 – Business and Creative Industries

2024/25 - Construction

The funding gives us opportunities to be able to give the Welsh speaking staff the remission and preparation time to create resources, to support learners with their Welsh language skills but also to give ALL learners a bilingual experience.

* 1. **Provision**

**Aim: To ensure a wide range of bilingual provision (developing fluency, confidence understanding and language awareness) across a range of learning areas**

Planning bilingual provision is an inherent part of our planning processes. Linguistic continuity for learners wishing to continue their education through the medium of Welsh and/or bilingually remains a priority. In order to demonstrate how we are responding, we will identify where provision is offered bilingually in our Final Delivery Plans.

We will provide a plan that addresses this goal based on benchmarks of Welsh Fluent Learners in those priority areas.

2020/21 – Child Care

2021/22 – Health and Social Care, Protected Services

2022/23 – Sport and Land Based (Horticulture)

2023/24 – Business and Creative Industries

2024/25 - Construction

First of all will be the implementation of the skills development model to identify learners on their Welsh language journey. We are using codes from the Lifelong Learning Wales Record (LLWR) LA26 section to classify learners.

E1: All Learning and assessment in English only

B3: A small amount of Welsh-medium learning e.g. use of Welsh limited to verbal communication or to a minor part of the learning activity. English only assessment.

B2: A significant amount of Welsh-medium learning e.g. both verbal and written Welsh used in many, but not all, parts of the learning activity. Assessment mainly in English but some may also be in Welsh.

B1: Learning completed in a bilingual context and at least 50 percent of the available assessments within the learning activity completed through the medium of Welsh. The outcome may be achieved using any appropriate teaching methodology.

C1: Learning completed in a Welsh-medium context and all of the available assessments within the learning activity completed through the medium of Welsh.

Our aim is that no learner will be categorised as E1 on the LLWR.

Skills Development Model – Appendix C Example

Learners have been categorised into three groups based on fluency and priority learning area.

|  |  |
| --- | --- |
| Priority learner groups | Definition |
| Welsh Fluent Learners (WFL learners) | 1. Learners who have previously studied Welsh 1st Language at GCSE, 2. Learners who self-define as fluent Welsh speakers on their enrolment form. 3. Learners who attended Welsh-medium secondary schools. |
| Welsh Employability Skill Learners (WES Learners) | All learners undertaking programmes of learning where Welsh is identified as an employability skill.  Gower College Swansea identifies the following sectors where it is advantageous for learners to develop Welsh as an employability skill:   * Child Care * Sport * Health and Social Care * Business * Creative Industries * Construction * Protected Services * Land Based (Horticulture) |
| All other learners are required to maintain and develop their Welsh language skills whilst at the college. | |

Increasing the profile on the LA26 record is the key aim for the College, encouraging learners to use and develop their Welsh skills whatever their grasp of the language. We will aim to increase the number of B2 learners with all other learners on B3.

Learners will be given the opportunity to complete Prentis-Iaith, a self-study digital course created for learners in post compulsory education at Awareness or Understanding level and a newly developed Confidence and Fluent level.

Many bilingual modules and classroom resources have already been developed within various curriculum areas and are all on shared platforms. All teaching and assessing staff regardless of language capability, should encourage fluent learners to complete at least some of their work bilingually. A-level learners studying the Welsh Baccalaureate qualification have the opportunity to complete challenges through the medium of Welsh or bilingually and will have an allocated Welsh speaking WBQ lecturer.

**Learning Area Profiles** (see Appendix B example)

The Welsh Language Manager will work closely with Learning Area Managers to develop their Learning Area Bilingual Profile. This includes details on the bilingual curriculum offer, number of Welsh speaking students enrolled or applied, staffing capacity, Work Welsh project, recruitment and training plans, as well as resources to be developed.

Measurable targets for growth of bilingual delivery will be negotiated annually with each Dean and Learning Area Manager and will be included in their departmental Annual Operational Plan and will feed into the annual curriculum planning cycle and will follow into the LLWR LA26 codes E1, B3-B1, C1.

**School Liaison**

The Schools Manager oversees the curriculum being offered to both Welsh-medium secondary schools at Gower College Swansea, at Key Stage 4 and Key Stage 5. Schools liaise directly with the college to plan and deliver courses with an aim of providing courses through the medium of Welsh or bilingually where possible. Courses can then provide bilingual progression opportunities onto our main FE programmes. We aim to improve our relationship with our feeder Welsh-medium schools.

**3.4 Resources**

**Aim: To ensure a wide range of accessible high-quality Welsh-medium and bilingual resources to support learners**

The College has developed bilingual learning resources in a number of its priority areas e.e Child Care, Health and Social Care, Beauty Therapy, Hairdressing, Catering, Motor Vehicle, Public Services and WBQ. These resources will be placed on Teams, Onedrive, Moodle or other shared platforms for learners and staff to access.

The College LRC keeps catalogues of both printed and electronic resources that are available to support the education and training services of the College in both English and Welsh. We are a member of the Blended Learning Consortium and a number of resources are available bilingually.

The College’s Bilingual Learner and Curriculum Development Manager works with Learning Area Managers to identify learning materials, assignments and task sheets for bilingual development. The translation team and their work is co-ordinated by the Bilingual Workforce Development Manager.

The College aims to further increase materials available bilingually and each Learning Area will set targets for resource development in each academic year. Resources created by staff funded under the Welsh development grants from the Coleg Cymraeg Cenedlaethol will share their resources on Y Porth (Coleg Cymraeg Cenedlaethol resources Portal).

All Wales Essential Skills Toolkit (WEST) resources and assessments are available bilingually. We aim to encourage all Welsh speakers to complete the Welsh Communication assessment, as well as access the Numeracy assessment in whatever language they feel comfortable in.

**3.5 Assessment and Qualifications**

**Aim: To ensure that learners who wish to be assessed in Welsh or bilingually can do so without restriction**

Learners have the opportunity to present assignments and other pieces of written work through the medium of Welsh or bilingually, they may also be assessed in Welsh. Where the language skills do not exist among the course tutors, arrangements will be made for the work to be co-assessed by the tutor and a Welsh speaker, marked by an external subject specialist, or translated by the translation team prior to assessment (if there are no other options).

The College will be proactive in encouraging students to complete assignments through the medium of Welsh or bilingually via the bilingual provision and raising awareness of these opportunities. Qualifications Wales have launched a strategic partnership with the Coleg Cymraeg Cenedlaethol to ensure that resources, assessments, EQA’s and EV’s are able to assess in either language to remove any obstacles in completing work and qualifications bilingually.

Welsh Baccalaureate Qualification

The WBQ qualification gives opportunities to group learners according to their language skill. A-level learners are currently grouped together and given opportunity to complete all challenges through the medium of Welsh or bilingually. All resources are translated and available in Welsh on the Teams WBQ file. Further developments on the WBQ programme for Vocational subjects is also an option moving forward as staff across learning areas have staff that could teach across multiple groups. Being an assessment of skills, the qualification lends itself well to being delivered bilingually regardless of the learner’s subject area. We aim to group all Welsh speakers together with a Welsh speaking WBQ tutor,further developing the learners’ opportunities and engagement.

Learner Progress Tracking

We aim to develop a system to track learners progress with regard to their Welsh language skills. In line with MIS data, we aim to track all learners journey from entering in to the college and the progress they make with regard to their Welsh skills. This can then be accurately captured for our LLWR data and the LA26 codes. We also aim to develop a system to capture Welsh learning activites in WBL within Smart Assessor.

**3.6 Employer Engagement**

**Aim: To ensure that bilingual workplace skills are understood, developed and valued by employers.**

Work Experience|Placements

A list of employers able and willing to offer appropriate bilingual work experience placements is compiled by staff responsible for placement in each area. Full-time Welsh speaking learners, in particular Child Care and Health and Social care learners are encouraged to consider Welsh-medium work experience placements and are often paired. These placements contribute towards raising awareness of the benefits of bilingual skills amongst learners and staff.

Work Placement Officers have developed a checklist of expectations with regard to Welsh activities on placement. Learners develop Welsh skills in college and have an understanding of Welsh in their sector. Ensuring employers value and use Welsh in the workplace so learners see the advantage of what they have done in theory at college. College monitors both the employer and learner so that expectations regarding the Welsh language are met.

The Bilingual Managers will continue to attend the Welsh Government’s Bilingual Development Network meetings, DEDDF meetings on Welsh language standards, and Coleg Cymraeg Cenedlaethol’s regional and national meetings. They will attend and contribute to relevant conferences and workshops in order to work with other FE colleges and work towards sharing bilingual/Welsh medium resources and initiatives to promote and develop bilingual provision.

Apprentices are encouraged to use their Welsh language skills in the workplace and tutors and assessors will ensure that employers are aware of the Welsh language skill of their apprentice. We will share the benefits of using and promoting Welsh to an employer in order to give the apprentice opportunities to use and develop their Welsh language skills.

Appendix A - Staff Linguistic Skills Profile

|  |  |  |
| --- | --- | --- |
| **Department** | **Staff role** | **No. of staff** |
| GCS Training | Lead Curriculum & Quality Officer - Digital & ESW  Assessor Business Administration  Tutor Assessor Customer Service  Commercial Co-ordinator  Receptionist Administrator JC  Trainer Management  Learner Liaison Assistant  Management Trainer  Trainer Health & Social Care  Tutor/Assessor Advice & Guidance | 10 |
| Built Environment | ALAM - Built Environment  Lecturer - Brickwork/Carpentry  Tutor/Assessor AM2 Electrical Examiner  Curriculum Leader in Construction/Multi Skills  Lecturer Plastering  Tutor/Assessor Carpentry | 6 |
| Skills | Lecturer GCSE English | 1 |
| Adult Basic Education | Curriculum Leader in ABE | 1 |
| Information Learning Technology | Senior Web Developer | 1 |
| Learner Experience and Wellbeing | Pastoral Coach x 2  Pastoral Coach (ILS)  Progress Coach  Customer Service Assistant | 5 |
| Learner Services (St Serv) | Student Funding Advisor  Student Funding Advisor | 2 |
| Marketing and Admissions | Marketing Communications Officer  Marketing Officer | 2 |
| Hospitality Retail Tourism | Learning Area Manager Hospitality  Lecturer Catering | 2 |
| Welsh Language Team | Welsh Manager  Bilingual Workforce development manager  Welsh Language Engagement Officer  Welsh Translator x 2 | 5 |
| Maths & Science | Curriculum Leader Physics  Lecturer Science  Co-Ordinator Medical Science & Lecturer Biology | 3 |
| Independent Living Skills | ALAM ILS  Lecturer in ILS  Lecturer Independent Living Skills  Neurodiversity Support Specialist | 4 |
| Employability | Administrator Receptionist  Receptionist  Co ordinator Employability Project  Recruitment & Employability Consultant | 4 |
| Creative Arts | Curriculum Leader Music  Lecturer - A Level English, Media and Welsh Bacc  Technician Creative Arts | 3 |
| Humanities and Languages | Curriculum Leader Government & Politics  Lecturer – Criminology  Curriculum Leader Welsh  Lecturer Welsh | 4 |
| Health and Care | Learning Area Manager - Health and Care  Lecturer - Health & Care Access to HE  Lecturer - Health & Care  Assessor Childcare | 4 |
| Sport & Public Services | Lecturer Sports Science  Lecturer in Fitness and Nutrition  Curriculum Leader PE Gorseinon | 3 |
| Executive | PA to the Director of Skills & Business Development | 1 |
| Sports Centre | Recreation Assistant | 1 |
| Quality | Quality Development Manager | 1 |
| Engineering | Curriculum Leader Engineering Schools Link Gorseinon  Lecturer Electronic Engineering  Lecturer Engineering  Technician Engineering | 4 |
| Estates | Facilities and Cleaning Supervisor | 1 |
| Technology | Lecturer Computing & ICT  Lecturer Computer Science & E-Sport | 2 |
| Learner Support (Ess Skills & Sup Fund | Learning Support Assistant | 1 |
| Management Information Systems | MIS Assistant |  |
| External Funding | Project Administrator | 1 |
| International Office | Head of International | 1 |
| Faculty Office 2 | Customer Service Assistant / Administrator | 1 |
| Work-based Learning Central Team | Administrator Quality & Learner Services | 1 |
| Cleaners | Cleaner | 1 |
| Business Accountancy Management | Curriculum Leader - Business | 1 |
| Employers Hub | Commercial Bid Specialist | 1 |
| Learner Recruitment (Admiss'ns) | School Liaison Coordinator | 1 |
| **Total** |  | **77** |

Appendix B – Learning Area Profile example

**PROFFIL DWYEITHOG MAES DYSGU 2022 LEARNING AREA BILINGUAL PROFILE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Maes Dysgu - Learning Area**: | | | **LAM:** |
| **Maes Blaenoriaeth - Key Priority Area?** | | | |
| **Amlinelliad - Outline**  **Full-time Provision:**  **Part-time:**  **Student satisfaction Survey**  **Learner Survey Results:** | | | |
| **Defnydd Dwyeithrwydd Staff use of Bilingualism**  **Staff Cymraeg Gwaith – Work Welsh** | | | **Sgil Cymraeg Staff Welsh skill:** |
| **Proffil Dysgwyr - Learners Profile**  Rhuglder Fluency :  Hyder - Confidence :  Dealltwriaeth - Understanding :  Ymwybyddiaeth - Awareness :  Welsh Ambassadors: | | | **LA26 LLWR coding**  **C1 -0**  **B3 -**  **B2-**  **B1-0** |
| **Cymwysterau – Qualifications** | **Ar gael yn y Gymraeg**  **Available in Welsh**  **Y/N (?)** | |  |
| **Dysgu ac addysgu Dwyeithog**  **Bilingual teaching and learning**  **Aelod Staff Member** | | **Unedau dysgu ac asesu**  **Unit delivered and assessed** | |
| **Adnoddau Dwyeithog – Bilingual Resources** | | | |
| **Gweithgareddau Dwyeithog - Bilingual activities (non curriculum e.g. Urdd Eisteddfod)** | | | |
| **Targedau Targets 2022-23** | | | |
| **Targedau Targets LA26**  **C1**  **B1/2 - Some fluent**  **B3 – All other learners** | | | |
| **Cefnogaeth angenrheidiol - Support needed**    **Dyddiad / Date:** | | | |
| **Adolygiad Tymor 1 Term review Dyddiad / Date:** | | | |
| **Adolygiad Tymor 2 Term review Dyddiad / Date:** | | | |
| **Adolygiad diwedd y flwyddyn - End of year review Dyddiad / Date:** | | | |

Appendix C – Pyramid Sgiliaith

