

# Cynllun Datblygu'r Ganolfan Drochi *Immersion Centre Development Plan*

## 2025-2026

Fersiwn wedi'i Ddiweddarau / *Version Updated: 01/02/2025*



Carreg Lam c/o Ysgol Panteg, Heol Yr Orsaf, Tre Griffith, Pont-y-Pŵl, Torfaen, NP4 5JH ☐  
01495 762581 ☎

carreg-lam@torfaen.gov.uk ☐  
www.carreg-lam.com ☐

Pennaeth | Head: Dr. Matthew James Williamson-Dicken, MA(Ed), PGCert, BA(Hons), CMgr FCMI





# Pwy ydyn ni?

## Who are we?

Adeiladu dyfodol disglair **dwylieithog** i bawb

Building a bright, **bilingual** future for all

Gosod sail gref ar gyfer **safonau** academiaidd a lles

Setting a firm foundation for academic and wellbeing **standards**

Dysgwyr **angerddol**

**Fired up** learners

**Lledaenu gorwelion** a pharatoi disgyblion ar gyfer bywyd

Expanding horizons and **preparing children for life**

Darparu profiadau a chyfleoedd **cyfoethog**

**Rich** learning experiences and opportunities

**Bachu ar gyfleoedd** arloesi

Grasping chances for **innovation**

Ymfalchïo yn ein **Cymreictod**, iaith, hunaniaeth a threftadaeth

Loving our **Welshness**, language, identity and heritage

**Cynnu tân** dewrder, chwilfrydedd a chymhelliant

Lighting the fire of **bravery, curiosity and motivation**

Cenhedaeth gref sy'n **agor drysau i ddysgwyr**

A **strong mission** that opens doors for learners

Rydym yn uned darpariaeth drochi hwyr yn helpu dysgwyr sy'n dechrau addysg cyfrwng Cymraeg yn ddiweddarach (o 7-11 oed) a disgyblion nad oedd y Gymraeg efallai'n rhan o'u trefn feunyddiol, i ennill y sgiliau a'r hyder sydd eu hangen i barhau â'u dysgu trwy'r Gymraeg. Mae'r canolfan yn croesawu disgyblion o ysgolion Saesneg sydd eisiau trosglwyddo i addysg gyfrwng Gymraeg. Yn gyffredinol, bydd plant yn ymuno â'r uned am gyfnod dysgu dwys o tua 12 wythnos cyn mynd trwy gyfnod o integreiddio a phontio i leoliadau prif ffrwd cyfrwng Cymraeg yn Nhorfaen. Mae ein enw, 'Carreg Lam', yn meddwl 'stepping stone' yn Saesneg oherwydd rydym yn bont i ddyfodol dwyieithog ar gyfer pob disgybl.

### **Cyfeiriad y Ganolfan**

Carreg Lam c/o Ysgol Panteg, Heol Yr Orsaf, Tre Griffith, Pont-y-Pŵl, Torfaen, NP4 5JH

### **Rhif Ffôn**

01495 762581

### **Cyfeiriad E-Bost**

carreg-lam@torfaen.gov.uk

### **Gwefan**

www.carreg-lam.com

### **Pennaeth y Ganolfan**

Dr. Matthew James Williamson-Dicken, MA(Ed), PGCert, BA(Hons), CMgr FCMI

### **Arweinydd ac Athrawes y Ganolfan**

Mrs. Carys Soper

### **Cadeirydd y Corff Llywodraethu**

Mr. David Childs

### **Nifer o Ddisgyblion yn y Ganolfan**

12 Disgybl o Flwyddyn 2 hyd at Flwyddyn 6

# Ein Gweledigaeth a'n Hamcanion

## Addysgu a Dysgu

- Canolfan addysg drochi arloesol, sydd yn seiliedig ar arbenigedd ac yn cyfoethogi'r profiad addysgu a dysgu yn ogystal ag annog rhagoriaeth yn y maes.
- Deilliannau rhagorol ar gyfer yr holl ddysgwyr yn gosod sylfaen gadarn yn y Gymraeg gan ddatblygu diddordeb gydol oes yn ieithoedd Cymru ac ieithoedd y byd, a thrwy hynny eu gwneud yn ddysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu yng nghyfundrefn addysg Gymraeg yn Nhorfaen a thrwy gydol eu hoes.
- Cyfundrefn a chanolfan addysg drochi gyfoes sydd yn dathlu hunaniaeth, ymwybyddiaeth o iaith a threftadaeth, gan ddatblygu dysgwyr i fod yn ddinasyddion egwyddorol, gwybodus sy'n barod i fod yn ddinasyddion i Gymru a'r byd.

## Amgylchedd Dysgu

- Amgylchedd dysgu gynhwysol sydd yn ymateb i anghenion amrywiol gan gynnwys dysgwyr bregus a dysgwyr gydag anghenion ychwanegol.
- Amgylchedd Dysgu sydd yn manteisio ar y dechnoleg fwyaf cyfoes i roi profiadau a sgiliau amrywiol i ddysgwyr wrth gaffael iaith.

## Y Cwricwlwm

- Cyfundrefn addysg drochi gadarn sy'n gallu addasu i gwrdd ag unrhyw newidiadau perthnasol ym myd addysg.
- Darpariaeth addysg drochi gyfoes sydd yn addas i bwrpas sy'n adlewyrchu gofynion y dysgwyr a'r cwricwlwm.
- Canolfan addysg drochi sy'n gweithio mewn partneriaeth gydag ysgolion i gefnogi a darparu'r cwricwlwm.

## Cefnogaeth i Ddysgwyr

- Canolfan addysg drochi sy'n cynnig darpariaeth fugeiliol ragorol gan roi anghenion y dysgwr yn ganolog.
- Cyfundrefn addysg drochi sy'n sicrhau mynediad at gymorth a chefnogaeth o ansawdd uchel sydd wedi ei gynllunio o amgylch y dysgwr.
- Cyfundrefn addysg drochi sy'n gweithio mewn partneriaeth gyda'r ysgolion i sicrhau cymorth a chefnogaeth priodol i'r dysgwr a'u teuluoedd.

# Our Vision and Aims

## Teaching and Learning

- An innovative immersion education centre, which is based on expertise and enriches the teaching and learning experience as well as encouraging excellence in the field.
- Excellent outcomes for all learners which lay a solid foundation in the Welsh language developing a lifelong interest in the languages of Wales and the languages of the world, thereby making them ambitious, capable learners, who are ready to learn in the Welsh education system in Torfaen and throughout their lives.
- A contemporary immersion education system and centre that celebrates identity, awareness of language and heritage, developing learners who are ethical, informed citizens ready to be citizens of Wales and the world.

## Learning Environment

- An inclusive learning environment that responds to varying needs including those of vulnerable learners and learners with additional needs.
- A learning environment that takes advantage of the most up-to-date technology giving learners a range of experiences and skills when acquiring a language.

## The Curriculum

- A robust and durable immersion education system that can adapt to meet any relevant changes in the world of education.
- Provision of up-to-date, fit for purpose immersion education and reflects the requirements of learners and the curriculum.
- An immersion education centre that works in partnership with schools to support and deliver the curriculum.

## Support for Learners

- An immersion education centre that offers excellent pastoral provision putting the learner's needs at the centre.
- An immersion education system that ensures access to high quality help and support that is designed and planned around the learner.
- An immersion education system that works in partnership with the schools to ensure appropriate help and support for the learner and their families.



# Cynllun Strategaeth Addysg Gymraeg (WESP) / *Welsh Education Strategic Plan for Torfaen (WESP)*

Canlyniad 1: Mwy o blant meithrin/plant tair oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

Canlyniad 2: Mwy o blant dosbarth derbyn/plant pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg

Canlyniad 3: Mwy o blant yn parhau i wella eu sgiliau iaith Gymraeg wrth bontio o un cyfnod o'u haddysg statudol i gyfnod arall

Canlyniad 4: Mwy o ddysgwyr yn astudio ar gyfer arholiadau yn Gymraeg

Canlyniad 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau

Canlyniad 6: Cynnydd yn narpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY)

Canlyniad 7: Cynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg

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 exams in Welsh

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

Outcome 6: Increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN)

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



# Torfaen y Dyfodol: Cynllun Sirol, 2022-2027 / Future Torfaen: A County Plan, 2022-2027



Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol

Amcan Llesiant 2 - Byddwn yn annog ac yn hybu plant, pobl ifanc a theuluoedd fel y gallan nhw ffynnu

Amcan Llesiant 3 - Byddwn yn mynd i'r afael ag anghydraddoldeb trwy ganolbwyntio ar weithgareddau adnabod ac atal sy'n cefnogi pobl i fyw bywydau annibynnol a boddhaus

Amcan Llesiant 4 - Byddwn yn gwneud Torfaen yn fwy cynaliadwy trwy gysylltu pobl a chymunedau, yn gymdeithasol, yn ddigidol ac yn ffisegol

Amcan Llesiant 5 - Byddwn yn ymateb i'r argyfyngau hinsawdd a natur, yn ailgylchu mwy ac yn gwneud gwelliannau i'r amgylchedd lleol

Amcan Llesiant 6 - Byddwn yn gwneud Torfaen yn lle gwych i fod mewn busnes trwy weithio gyda chyflogwyr lleol, annog busnesau newydd a gweithgareddau entrepreneuriaidd

Amcan Llesiant 7 - Byddwn yn hybu bywydau mwy iach yn Nhorfaen er mwyn gwella lles meddyliol a chorfforol

Amcan Llesiant 8 - Byddwn yn cefnogi ein diwylliant a'n treftadaeth leol ac yn gwneud Torfaen yn lle ffyniannus, diogel a deniadol i fyw ac i ymweld ag e.

Amcan Llesiant 9 - Byddwn yn darparu gwasanaethau effeithlon sy'n canolbwyntio ar y cwsmer ac sy'n adlewyrchu'r ffordd mae pobl yn byw eu bywydau ac yn dymuno cael gwasanaethau

Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives

Well-being Objective 2 - We will encourage and champion children, young people and families so they can thrive

Well-being Objective 3 - We will tackle inequality by focusing on early identification and prevention activities that support people to live independent and fulfilling lives

Well-being Objective 4 - We will make Torfaen more sustainable by connecting people and communities, socially, digitally and physically

Well-being Objective 5 - We will address our climate and nature emergencies, recycle more and make improvements to the local environment

Well-being Objective 6 - We will make Torfaen a great place to do business by working with local employers, encouraging new business start-ups and entrepreneurial activities

Well-being Objective 7 - We will promote healthier lifestyles in Torfaen to improve mental and physical well-being

Well-being Objective 8 - We will support our local culture and heritage and make Torfaen a thriving, safe and attractive place to live and visit

Well-being Objective 9 - We will provide efficient customer focused services that reflect the way people live their lives and wish to access services

## Cynllun Gwella Addysg Torfaen / Education Improvement Plan



Mae Cynllun Gwella Addysg yn cyflwyno cynllun gweithredu er mwyn cyflawni cyfres o amcanion blynyddol. Datblygwyd Cynllun Gwella Addysg 2025/26 mewn cydweithrediad ag aelodau etholedig, swyddogion, penaeithiaid a llywodraethwyr. Mae'n nodi sut y bydd amcanion eleni yn cael eu cyflawni:

- Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig
- Amcan 2 – Sicrhau darpariaeth arbenigol a darpariaeth wedi'i thargedu sy'n effeithiol, ar gyfer dysgwyr ag Anghenion Dysgu Ychwanegol
- Amcan 3 – Hyrwyddo llesiant dysgwyr a hwyluso ymgysylltiad â'r gymuned
- Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes
- Amcan 5 – Hyrwyddo llesiant staff
- Amcan 6 – Datblygu'r amgylchedd ffisegol a digidol ar gyfer dysgu

*An Education Improvement Plan (EIP) sets out an action plan to achieve a series of annual objectives. The EIP 2025/26 has been developed in collaboration with elected members, officers, headteachers and governors. It sets out how this year's objectives will be met:*

- *Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners*
- *Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs*
- *Objective 3 – Promote learner wellbeing and facilitate community engagement*
- *Objective 4 – Develop learner progression pathways to encourage lifelong learning*
- *Objective 5 – Promote staff wellbeing*
- *Objective 6 – Develop the physical and digital environment for learning*



## Cenhedaeth Ein Cenedl - Llywodraeth Cymru / Our National Mission - Welsh Government

### Amcan 1:

**Dysgu am oes** fel bod pawb yng Nghymru yn dysgu, ac yn parhau i ddysgu, gan ddatblygu eu gwybodaeth a'u sgiliau, a chymryd rhan mewn profiadau sy'n berthnasol i'w bywydau heddiw ac yn y dyfodol.

### Yr hyn a wnawn:

Sicrhau bod yr holl ddysgu'n cael ei arwain gan bedwar diben y cwricwlwm, drwy gydweithio ar draws darparwyr a chyda diwydiannau a chyflogwyr.

### Amcan 2:

**Chwalu rhwystrau** er mwyn sicrhau bod cyfleoedd a deilliannau addysg rhagorol yn gallu cael eu cyflawni gan bob dysgwr, o bob oed, mewn ystafelloedd dosbarth, ar-lein, ac yn y gwaith.

### Yr hyn a wnawn:

Drwy adnabod yn gynnar, drwy gymorth a thrwy gamau gweithredu wedi'u targedu, sicrhau bod pob dysgwr yn cael yr wybodaeth, y sgiliau a'r profiadau i fod yn ddinesydd gweithredol, gan gynnwys sgiliau trawsgwricwlaidd llythrennedd, rhifedd a chymhwysedd digidol.

### Amcan 3:

**Profiad addysg cadarnhaol i bawb**, gyda dysgwyr a staff yn cael cefnogaeth gyda'u lles a'u gwydnwch, sy'n hanfodol ar gyfer gwella deilliannau addysg a chyfleoedd bywyd.

### Yr hyn a wnawn:

Sicrhau bod dysgwyr yn cael eu cefnogi i fod yn unigolion iach a hyderus, yn barod i fyw bywydau llawn fel aelodau gwerthfawr o gymdeithas, mewn mannau dysgu sy'n gefnogol, sy'n ddiogel, sy'n gynhwysol ac sy'n rhydd o wahaniaethu a bwlio.

### Amcan 4:

**Addysgu ac arweinyddiaeth o ansawdd uchel**, lle mae pawb yn cael budd o'r dysgu proffesiynol gorau fel y gallant gefnogi llwyddiant pob dysgwr, yn enwedig y rhai sydd dan anfantais yn economaidd-gymdeithasol.

### Yr hyn a wnawn:

Dysgu a chymorth proffesiynol gwarantedig i'r holl staff gydol eu gyrfa, o'r hyfforddiant cychwynnol hyd at lefel arweinyddiaeth, sy'n canolbwyntio ar wireddu pedwar diben y cwricwlwm, a chapasiti a galluogrwydd i gefnogi llwyddiant pob dysgwr.

### Amcan 5:

**Dysgu yn y gymuned**, gyda sefydliadau cryf yn ymgysylltu, yn integreiddio ac yn cael eu grymuso gan eu cymunedau.

### Yr hyn a wnawn:

Grymuso pob dysgwr, teulu a chymuned i feithrin cydberthynas a phartneriaeth cryf â darparwyr addysg, er mwyn sicrhau ein bod yn mynd i'r afael ag anfantais ac yn darparu addysg o'r radd flaenaf yn lleol ac yn genedlaethol.

### Amcan 6:

**Mae'r Gymraeg yn perthyn i ni i gyd**, gan roi'r cyfle i bob dysgwr gael mynediad cyfartal i'r iaith a'r cyfle i wireddu ei botensial.

### Yr hyn a wnawn:

Annog pobl i ddefnyddio'r Gymraeg ar draws y system addysg, fel rhan annatod o Gwricwlwm i Gymru, ein huchelgeisiau Cymraeg 2050 ac ehangu'r ddarpariaeth sydd ar gael ôl-16 i astudio drwy'r Gymraeg a chyfleoedd i ddysgu'r iaith fel dinasyddion gweithredol a gweithgar.



<p><b>Objective 1: Learning for life</b> so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.</p> <p><b>What we will do:</b> Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.</p>	<p><b>Objective 2: Breaking down barriers</b> so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.</p> <p><b>What we will do:</b> Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.</p>	<p><b>Objective 3: A positive education experience for everyone</b>, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.</p> <p><b>What we will do:</b> Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.</p>	<p><b>Objective 4: High-quality teaching and leadership</b>, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.</p> <p><b>What we will do:</b> Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.</p>	<p><b>Objective 5: Community-based learning</b>, with strong institutions engaging, integrating and being empowered by their communities.</p> <p><b>What we will do:</b> Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.</p>	<p><b>Objective 6: Cymraeg belongs to us all</b>, giving every learner equal access to the language and the opportunity to reach their potential.</p> <p><b>What we will do:</b> Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.</p>
---	--	--	---	---	---

# Trosolwg o Ddadansoddiad Cynllun Datblygu'r Ganolfan 2024-2025 / Overview of the Centre Development Plan Analysis 2024-2025

Targed / Target		Cynnydd Tuag at y Targed / Progress Towards the Target
<b>1. Adeiladu Ymwybyddiaeth o Addysg Caffael Iaith Ymhellach / Further Build Awareness Language Acquisition Education</b>	1.1. Hyfforddi Staff Prif-Ffrwd wrth Rannu Addysgeg/ Training Mainstream Staff in Sharing Pedagogy	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
	1.2. Gwella Darpariaeth Peripatetig / Improving Peripatetic Provision	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
	1.3. Marchnata / Marketing	Wedi Cwrdd yn Llawn / Fully Met, Cynnydd Effeithiol iawn / Very Effective Progress
<p>Nid yn unig y cwblhawyd hyfforddiant strategol staff prif ffrwd ond fe'i mireiniwyd trwy sawl ailadrodd ar draws sefydliadau gan gynnwys Ysgol Bryn Onnen ac Ysgol Gymraeg Gwynllyw. Mae sgoriau boddhad cyson uchel yn tynnu sylw at berthnasedd a throsglwyddadwyedd strategaethau trochi Carreg Lam. Yn bwysicach fyth, dangosodd staff y gallu a'r hyder i efelychu'r strategaethau hyn yn annibynnol—canlyniad sy'n sicrhau cynaliadwyedd ac aliniad â gweledigaeth y ganolfan o berchnogaeth addysgeg a rennir.</p> <p>Mae'r ddarpariaeth beripatetig wedi esblygu'n sylweddol, gan ymgorffori gwersi o bartneriaeth gyfoethog â Rhondda Cynon Taf. Arweiniodd y cydweithrediad hwn at greu model peripatetig manwl sy'n mynd i'r afael â datblygiad ieithyddol a pharodrwydd emosiynol, elfen hanfodol wrth sicrhau ailintegreiddio llwyddiannus i leoliadau prif ffrwd. Mae'r rhaglen newydd yn cynnig hyblygrwydd ar gyfer mwy o wahaniaethu ac wedi arwain at ymgysylltiad gwell gan ddysgwyr. Trwy integreiddio offer asesu sy'n cyd-fynd â CEFR a ddatblygwyd mewn cydweithrediad â Rhondda Cynon Taf a Lycéé International de Londres Winston Churchill, mae Carreg Lam wedi gwella cywirdeb a thryloywder olrhain dilyniant disgyblion yn sylweddol. Bydd hyn nawr yn cael ei ddatblygu ymhellach yn 2025-2026.</p> <p>O ran marchnata ac ymwybyddiaeth, roedd strategaeth gyfathrebu'r ganolfan yn ddeinamig ac wedi'i threfnu'n feddylgar. O astudiaethau achos a thystiolaethau teuluol i ddeunyddiau fideo dwyieithog a chyfranogiad mewn digwyddiadau proffil uchel fel Cynhadledd Dyfodol, mae Carreg Lam wedi codi proffil addysg cyfrwng Cymraeg mewn ffordd amlwg. Mae'r pwyslais ar adrodd straeon emosiynol a chynnwys y gymuned—e.e. cyfweiliadau fideo gyda rhieni a phlant—wedi ychwanegu dilysrwydd ac adeiladu ymddiriedaeth gyda theuluoedd. Mae ymgyrchoedd cyfryngau cymdeithasol a'r prospectws wedi'i ddiweddarau yn cyfrannu at hunaniaeth gyhoeddus gref, gan alluogi'r Ganolfan i eiriol yn effeithiol dros addysg drochi fel llwybr hyfyw a chyfoethog.</p> <p><i>The strategic training of mainstream staff was not only completed but refined through multiple iterations across institutions including Ysgol Bryn Onnen and Ysgol Gymraeg Gwynllyw. Consistently high satisfaction scores highlight both the relevance and transferability of Carreg Lam's immersion strategies. More significantly, staff demonstrated the ability and confidence to replicate these strategies independently—an outcome that ensures sustainability and alignment with the centre's vision of shared pedagogical ownership.</i></p> <p><i>The peripatetic provision has evolved notably, incorporating lessons from a rich partnership with Rhondda Cynon Taf. This collaboration led to the creation of a nuanced peripatetic model that addresses both linguistic development and emotional readiness, an essential component in ensuring successful reintegration into mainstream settings. The new programme offers flexibility for more differentiation and has resulted</i></p>		

*in enhanced learner engagement. By integrating CEFR-aligned assessment tools developed in collaboration with Rhondda Cynon Taf and Lyceé International de Londres Winston Churchill, Carreg Lam has significantly improved the precision and transparency of pupil progression tracking. This will now be further developed in 2025-2026.*

*On the marketing and awareness front, the centre's communication strategy was dynamic and thoughtfully sequenced. From case studies and family testimonials to bilingual video materials and participation in high-profile events like the Dyfodol Conference, Carreg Lam has raised the profile of Welsh-medium education in a tangible way. The emphasis on emotional storytelling and community involvement—e.g. video interviews with parents and children—has added authenticity and build trust with families. Social media campaigns and the updated prospectus contribute to a strong public identity, enabling the Centre to advocate effectively for immersion education as a viable and enriching path.*



Targed / Target		Cynnydd Tuag at y Targed / Progress Towards the Target
<b>2. Datblygu Cwrs a Darpariaeth Gloywi Iaith ar gyfer Ymadawyr Cynradd / Develop a Language Polishing Provision and Course for Primary Leavers</b>	1.1. Cynllunio a Chreu Adnoddau Cyfoethog / <i>Planning and Creating Rich Resources</i>	Wedi Cwrdd yn Llawn / <i>Fully Met</i> , Cynnydd Effeithiol iawn / <i>Very Effective Progress</i>
	1.2.Cynnal Peilotau Seiliedig ar Ymchwil / <i>Conducting Research-Based Pilots</i>	Wedi Cwrdd yn Llawn / <i>Fully Met</i> , Cynnydd Effeithiol iawn / <i>Very Effective Progress</i>
	1.2.Mireinio Dulliau Addysgeg / <i>Refining Pedagogical Methods</i>	Wedi Cwrdd yn Llawn / <i>Fully Met</i> , Cynnydd Effeithiol iawn / <i>Very Effective Progress</i>
<p>Mae menter Camu i'r Uwchradd yn cynrychioli cam beiddgar tuag at gefnogi parhad iaith a hyder dysgwyr yng nghyfnod y pontio hollbwysig o'r ysgol gynradd i'r ysgol uwchradd. Mae dyluniad y rhaglen yn tystio i ethos sy'n canolbwyntio ar y dysgwr ac sy'n cael ei yrru gan ymchwil. O'r cysyniad cynnar hyd at y cyflwyniad, mae Carreg Lam wedi sicrhau bod y ddarpariaeth yn ymateb yn uniongyrchol i anghenion ieithyddol a meithrin hyder dysgwyr hŷn yn yr ysgol gynradd. Trwy gyfres o unedau wedi'u strwythuro'n ofalus—pob un wedi'i drwytho â geirfa uwch-drefn ac ysgogiadau rhyngweithiol—rhoddwyd yr offer i ddysgwyr nid yn unig i ddatblygu eu Cymraeg mynegiannol ac ysgrifenedig ond i fewnoli'r iaith mewn cyd-destun personol, ystyrlon.</p> <p>Profwyd effeithiolrwydd yr ymyriadau hyn trwy beilotau trylwyr, ei fireinio ar draws carfannau, a'i werthuso trwy offer meddylgar. Nid yn unig y daliodd yr offerynnau hyn newidiadau mewn hyder iaith ond rhoddodd hefyd fewnwelediad i ymwybyddiaeth fetawybyddol dysgwyr. Sicrhodd cylch adolygu methodolegol Carreg Lam fod adborth dysgwyr a staff wedi llunio esblygiad y rhaglen yn uniongyrchol—gan danlinellu diwylliant addysgeg ystwyth a myfyriol. Mae tystiolaeth o ysgolion a gymerodd ran yn dangos cynnydd pendant yn hyder dysgwyr, cymeradwyaeth rhieni, a chymhwyso sgiliau iaith newydd eu caffael yn llwyddiannus.</p> <p>Roedd datblygu'r gefnogaeth beripategig gysylltiedig yr un mor strategol. Sicrhodd fod y momentwm a adeiladwyd yn ystod y rhaglen ddwys yn ymestyn i ystafelloedd dosbarth prif ffrwd—gan bontio'r profiad trochi â mynediad tymor hwy i'r cwricwlwm. Mae cefnogaeth beripategig wedi'i theilwra, wedi'i haddasu i broffil ieithyddol pob ysgol, yn datgelu dealltwriaeth gref o gynnydd gwahaniaethol. Roedd y buddsoddiad mewn creu adnoddau, aliniad diagnostig, ac arsylwi staff ar draws Camau Cynnydd 2 a 3 yn angori'r ddarpariaeth ymhellach mewn cyd-destun ystafell ddosbarth go iawn.</p> <p><i>The Camu i'r Uwchradd initiative represents a bold stride toward supporting language continuity and learner confidence at the critical primary-to-secondary transition stage. The programme's design evidences a learner-centred and research-driven ethos. From early conceptualisation through to delivery, Carreg Lam has ensured that the provision responds directly to identified linguistic and confidence-building needs of older primary learners. Through a carefully structured series of units—each infused with higher-order vocabulary and interactive stimuli—learners were given the tools not only to develop their expressive and written Welsh but to internalise the language in a meaningful, personal context.</i></p>		

*The effectiveness of these interventions was tested through rigorous piloting, refined across cohorts, and evaluated through thoughtful tools. These instruments not only captured shifts in language confidence but also provided insights into learners' metacognitive awareness. Carreg Lam's methodical review cycle ensured that learner and staff feedback directly shaped the evolution of the programme—underscoring an agile and reflective pedagogical culture. Evidence from participating schools shows a tangible uplift in learner confidence, parental endorsement, and successful application of newly acquired language skills.*

*The development of the accompanying peripatetic support was equally strategic. It ensured that momentum built during the intensive programme extended into mainstream classrooms—bridging the immersion experience with longer-term curriculum access. Tailored peripatetic support, adapted to each school's linguistic profile, reveals a strong understanding of differentiated progression. The investment in resource creation, diagnostic alignment, and staff observation across Progress Steps 2 and 3 further anchored the provision in a real-world classroom context.*

# Blaenoriaethau Datblygu'r Ganolfan Drochi, 2025-2026 / *Immersion Centre Development Priorities, 2025-2026*

## Blaenoriaeth Ddatblygiad 1 / *Development Priority 1*

**Ymgorffori'r Defnydd o Fframwaith Cyfeirio Ewropeaidd Cyffredin ar gyfer leithoedd (CEFR)**  
er mwyn Datblygu Patrymau Caffael Iaith, Mireinio Asesu a Chymedroli Rhyng-Ganolfannau

***Pioneer Embedding the Use of the Common European Framework of Reference for Languages (CEFR)***  
*to Develop Language Pattern Acquisition, Refining Assessment and Inter-Centre Moderation*

Syniadau Cychwynnol Staff y Ganolfan gydag Ymgynghoriad gyda Rhanddeiliaid Allanol / *Initial Ideas from the Centre's Staff in Consultation with External Stakeholders*

- Moderate frequently with RCT
- Create moderation templates to support the outcome of the CEFR
- Gain a better understanding of the language used during each level of the CEFR
- Work in partnership with RCT, Swansea University, Welsh Government and Flfur Roberts to further develop the use of the CEFR
- Adapt 'Cofnod Cynnydd' to include targets which are based on levels of the CEFR
- Create resources to support children's ability to acquire language needed to reach the next level of the CEFR

**Gweithio Ochr yn Ochr ag Ysgol Panteg i Feithrin Partneriaethau Addysgol Rhyngwladol**  
er mwyn Gwella Strategaethau Addysgu Trochi, Ehangu Datblygiad Proffesiynol ar gyfer Addysgwyr Trochi a Lledaenu Canfyddiadau Ymhellach

***Work Alongside Ysgol Panteg in Fostering International Educational Partnerships***  
***in order to Enhance Immersion Teaching Strategies, Expand Professional Development for Immersion Educators and Further Disseminate Findings***

Syniadau Cychwynnol Staff y Ganolfan gydag Ymgynghoriad gyda Rhanddeiliaid Allanol / Initial Ideas from the Centre's Staff in Consultation with External Stakeholders

- Adapt teaching strategies and activities to include those, which are effective in Japan, in our Cynllun Trochi.
- Integrate Welsh culture into the teaching and learning to create a strong cultural identity for children by adapting the Wythnos Rhagarweinio in order to introduce the children to Wales, the culture and the language.
- Provide tasks for families to help them foster that understanding of what it means to be Welsh with their children.
- Differentiation
- Adapt activities to include Tokyo's pedagogical innovations by improving language drilling strategies and activities
- Work alongside class teachers to support their planning to include immersion teaching strategies.
- Disseminate findings to Ysgol Panteg, Bryn Onnen, Gwynllyw and Cwmbran in the form of a staff meeting.
- Disseminate in Cynhadledd Dyfodol
- Presentation to the Immersion Network in Wales
- Share written report to ASPE
- Present to First Minister and director of education in Wales



## Blaenoriaethau Datblygu'r Ganolfan Drochi, 2026-2027 / *Immersion Centre Development Priorities, 2026-2027*

Blaenoriaeth Datblygiad 3 / <i>Development Priority 4</i>	Blaenoriaeth Datblygiad 5 / <i>Development Priority 5</i>
<p>Gwella Darpariaeth Caffael Iaith trwy ddefnyddio Technegau Rhith-Realiti</p> <p><i>Enhance Language Acquisition Provision through the use of Virtual Reality Techniques</i></p>	<p>Datblygu Rhaglen Fentora Disgyblion ar gyfer Caffael ar yr Iaith Gymraeg</p> <p><i>Develop a Pupil Mentoring Programme for Welsh Language Acquisition</i></p>

## Blaenoriaethau Datblygu'r Ganolfan Drochi, 2027-2028 / *Immersion Centre Development Priorities, 2027-2028*

Blaenoriaeth Datblygiad 6 / <i>Development Priority 6</i>	Blaenoriaeth Datblygiad 7 / <i>Development Priority 7</i>
<p>Datblygu'r Uned i Gynnwys Darpariaeth Cam Cynnydd 4</p> <p><i>Develop the Unit to Include Progress Step 4 Provisions</i></p>	<p>Datblygu Modiwl Hyfforddiant i Uwchsgilio Ymarferwyr Prif-Ffrwd mewn Strategaethau Caffael Iaith</p> <p><i>Develop a Training Module to Upskill Main-Stream Practitioners in Language Acquisition Strategies</i></p>

Cynllun Gweithredu Blaenoriaeth Ddatblygu 1 / *Development Action Plan for Priority 1*

**Ymgorffori'r Defnydd o Fframwaith Cyfeirio Ewropeaidd Cyffredin ar gyfer**

**Ieithoedd (CEFR)** er mwyn Datblygu Patrymau Caffael Iaith, Mireinio Asesu

a Chymedroli Rhyng-Ganolfannau

***Pioneer Embedding the Use of the Common European Framework of Reference for Languages (CEFR) to Develop Language Pattern***

***Acquisition, Refine Assessment and Inter-Centre Moderation***

**2025-2026**



Cynllun Sirol Torfaen / Torfaen County Plan	Cynllun Gwella Addysg Torfaen / Torfaen Education Improvement Plan
<p>Yn gysylltiedig â Chynllun Sirol Torfaen drwy:</p> <p>Amcan Llesiant 1 - Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol</p> <p>Amcan Llesiant 3 - Byddwn yn mynd i'r afael ag anghydraddoldeb trwy ganolbwyntio ar weithgareddau adnabod ac atal sy'n cefnogi pobl i fyw bywydau annibynnol a boddhaus</p> <p><i>Linked to the Torfaen County Plan through:</i></p> <p><i>Well-being Objective 1 - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives</i></p> <p><i>Well-being Objective 3 - We will tackle inequality by focusing on early identification and prevention activities that support people to live independent and fulfilling lives</i></p>	<p>Yn gysylltiedig â Chynllun Addysg Torfaen drwy:</p> <p>Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig</p> <p>Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes</p> <p><i>Linked to the Torfaen Education Improvement Plan through:</i></p> <p><i>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</i></p> <p><i>Objective 4 – Develop learner progression pathways to encourage lifelong learning</i></p>

Sut fydd y targed yn helpu ni wreiddio ein gweledigaeth a'n hamcanion yn well? /

*How will this target help us to root our vision and aims better?*

Yng Ngharreg Lam, ein cenhadaeth yw adeiladu dyfodol disglair, dwyieithog drwy osod sylfaen gref ar gyfer caffael ieithoedd a rhagoriaeth academiaidd. Bydd ymgorffori'r Fframwaith Cyfeirio Ewropeaidd Cyffredin ar gyfer ieithoedd (CEFR) yn gwella caffael patrymau iaith strwythuredig, gan sicrhau bod dysgwyr yn datblygu rhuglder drwy ddulliau profedig. Drwy fireinio asesu a chymedroli rhyng-ganolfannau, mae Carreg Lam yn cryfhau ei hymrwymiad i ddysgu cynhwysol, gan sicrhau bod disgyblion sy'n trosglwyddo i addysg cyfrwng Cymraeg yn derbyn cefnogaeth wedi'i theilwra. Bydd lefelau hyfedredd tryloyw'r CEFR yn darparu fframwaith cyson ar gyfer gwerthuso cynnydd, gan feithrin dysgwyr uchelgeisiol a galluog sy'n barod i ffynnu mewn addysg Gymreig a thu hwnt. Bydd yn ein helpu i ddatblygu dulliau asesu mwy fforensig. Mae'r flaenoriaeth hon hefyd yn cefnogi gweledigaeth Carreg Lam o ehangu gornelion a pharatoi plant ar gyfer bywyd, gan eu harfogi â chymwyseddau iaith a gydnabyddir yn rhyngwladol. Drwy integreiddio egwyddorion CEFR, mae'r ganolfan yn cofleidio arloesedd ar gyfer yr iaith Gymraeg, gan sicrhau bod addysg drochi yn parhau i fod yn addasadwy, yn effeithiol, ac yn cyd-fynd ag arferion gorau.

*At Carreg Lam, our mission is to build a bright, bilingual future by setting a strong foundation for language acquisition and academic excellence. Embedding the Common European Framework of Reference for Languages (CEFR) will enhance structured language pattern acquisition, ensuring learners develop fluency through proven methodologies. By refining assessment and inter-centre moderation, Carreg Lam strengthens its commitment to inclusive learning, ensuring that pupils transitioning into Welsh-medium education receive tailored support. The CEFR's transparent proficiency levels will provide a consistent framework for evaluating progress, fostering ambitious, capable learners ready to thrive in Welsh education and beyond. It will help us develop more forensic assessment methods. This priority also supports Carreg Lam's vision of expanding horizons and preparing children for life, equipping them with internationally recognised language competencies. By integrating CEFR principles, the centre embraces innovation for the Welsh language, ensuring that immersion education remains adaptable, effective, and aligned with best practices.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>		
					Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
1. Develop a <b>comprehensive continuum</b> that systematically aligns the language progression within our main immersion programme with CEFR levels.	1.1. We will map out language taught in our main programme's units of work against the CEFR. This will show a continuum of language for each unit and highlight pre-requisites and next steps for learners clearly whilst supporting staff with individualised differentiation.	1.1. Mapping language progression against the CEFR within our main programme's units of work will provide a structured continuum for language development. These will be laid out as clear language proficiency ladders for each unit. By clearly aligning each unit with CEFR levels, we will highlight the necessary pre-requisites and logical next steps for learners, ensuring a seamless progression in their language acquisition. This approach will also support staff in implementing individualised differentiation, offering tailored strategies to meet diverse proficiency levels effectively. Through comprehensive mapping, staff will gain clarity on how best to scaffold learning experiences, while learners will benefit from a transparent framework that guides their language growth. Ultimately, this will enhance both teaching precision and learner outcomes, fostering a more structured and accessible bilingual education pathway.	1.1. Carys Soper	1.1. 1½ days of release.	1.1. Carreg Lam teaching staff, along with Rhondda Cynon Taf's immersion provision have mapped out language provision against the CEFR. We have decided to include a criteria which outlines which words, phrases and sentences children are expected to understand but not use. Mapping out the language has demonstrated how the immersion centre's literacy programme increases with difficulty throughout the 12 week programme beginning with mostly language from Pre-A1 and ending with a strong foundation of words and phrases from the beginning of A2. <i>Next steps are to cross-reference to the Geirfa Graidd lists.</i>	1.1.	1.1.
	1.2. We will work with Swansea University and Dysgu Cymraeg to develop core thematic vocabulary across Wales.	1.2. Collaborating with Swansea University and Dysgu Cymraeg to develop core thematic vocabulary across Wales will contribute to a more structured and effective approach to	1.2. Dr. Matthew Williamson-Dicken & Carys Soper	1.2. N/A	1.2. Carreg Lam leadership staff have formed a partnership with Swansea University and Y Ganolfan / Yr Athrofa. We are an integral part of the steering	1.2.	1.2.



	As part of the steering group for the Welsh Government funded research project, we will support in trialling and improving our language acquisition methodologies based on these core thematic vocabularies.	language acquisition. As part of the steering group for the Welsh Government-funded research project, we will actively support the trialling and refinement of language learning methodologies, ensuring that these thematic vocabularies align with immersion strategies. Through pilot implementation, we will evaluate the impact of these vocabulary sets on bilingual education. These core sets will support Adnodd with the creation of suitable Welsh language teaching and learning resources.			group which have compiled core language sets for A1 and A2 utilising a research-based approach to methodology. These experiences have allowed for staff to ensure that the language sets, for language beyond the immersion literacy programme, align carefully with the CEFR for levels A1 and A2. <i>Next steps here are to cross-reference between the Geirfa Graidd lists (core-vocabulary sets) with the units of work of Carreg Lam.</i>		
2. Enhance the <b>precision and effectiveness of language acquisition assessment</b> by fully integrating CEFR descriptors into evaluation frameworks.	2.1. Develop overall language sets based on the CEFR levels in partnership with Rhondda Cynon Taf and Welsh Language Officers from Welsh Government in order to pioneer embedding elements of the CEFR into our main immersion programme's language and formative assessment.	2.1. Developing CEFR-based language sets in partnership with Rhondda Cynon Taf and Welsh Language Officers will establish a structured framework for language immersion formative assessment. By aligning these sets with CEFR descriptors, we will ensure clear progression markers that support both learners, staff and families in navigating language development effectively. The integration of CEFR elements into formative assessment will enhance tracking of learner progress, providing meaningful insights into proficiency growth. Ultimately, alongside 1.1's language ladders for each unit, we will have an overview criteria to support holistic Welsh language assessment.	2.1. Carys Soper	2.1. 1½ days of release.	2.1. We've developed a comprehensive level descriptor for each stage of the CEFR, providing clear guidance on language proficiency from PRE A1 to A2 with support from the Welsh Government. These level descriptors provide an overview of each level of CEFR ensuring alignment with international and educational expectations. These level descriptors also support our formative assessments where we use the CEFR to determine a child's progress. Our new assessment policy has been scrutinised by Governors and passed. The policy informs stakeholders of our use of the CEFR as part of our formative assessment process.	2.1.	2.1.
	2.2. We will adapt our 'Cofnod Cynnydd' (end of Step 1 reports for families	2.2. The 'Cofnod Cynnydd' will provide clear and accessible language targets that align with CEFR descriptors,	2.2. Carys Soper & Dr. Matthew	2.2. N/A	2.2. The Cofnod Cynnydd has been adapted for each child and provides clear and accessible	2.2.	2.2.

	<p>and school staff) to reflect our implementation of CEFR language proficiency teaching, learning and assessment. The structured report will provide a clear CEFR-aligned descriptor of language ability. It will also define targets for each pupil based on their next steps for development aligned also with the CEFR.</p>	<p>ensuring structured and measurable progression within the immersion programme. Formative assessment evidence will seamlessly integrate with CEFR-aligned reporting, strengthening individualised learning pathways. Families and host schools will gain a clearer understanding of the children's language progression. We will have sought feedback from staff and acted on this feedback to support host schools with their understanding of the CEFR and adaption to our reporting.</p>	Williamson-Dicken		<p>language targets that are explicitly aligned with CEFR descriptors. This alignment has ensured structured and measurable progression within the immersion programme. Formative assessment evidence has been integrated into CEFR-based reporting, thereby strengthening individualised learning pathways and enabling more precise monitoring of pupil progress. Families and host schools are gaining a better understanding of each child's language development due to the formal meetings we have been holding. <i>Next steps is to further develop the target section for Cohort 8 and ensure that it is more family friendly. Also, gain feedback from main-stream teachers.</i></p>		
	<p>2.3. Provide training to main-stream staff on the use of the CEFR. Develop staff's initial understanding of the CEFR to support transition and formative assessment when learners move from Step 1 to Step 2 of the programme. Hold training sessions for staff also to understand the adaptations to the 'Cofnod Cynnydd' reports.</p>	<p>2.3. Providing CEFR training to mainstream staff will enhance their ability to support language progression and formative assessment during the transition from Step 1 to Step 2 of the immersion programme. Through structured training sessions, staff will develop a foundational understanding of CEFR levels and their application in bilingual learning, ensuring consistency in assessment practices and instructional planning. These sessions will also introduce adaptations to the Cofnod Cynnydd reports, equipping staff with the skills to interpret and</p>	2.3. Carys Soper	2.3. ½ day preparation.	<p>2.3. Carreg Lam leadership staff provided training to Ysgol Panteg on the CEFR to develop staff's initial understanding of the CEFR and how they can use the CEFR to track linguistic development for oracy, reading and writing. Other training has been created to support other host schools who are at the very beginning of their journey with the CEFR. We are including schools in the initial baseline assessment procedures which is developing staff awareness.</p>	2.3.	2.3.

		implement language progression targets effectively in order to support further development in the aftercare phase of our immersion provision.					
3. Develop and implement consistent and transparent <b>moderation processes</b> using CEFR-aligned templates, ensuring reliability and <b>comparability of language assessment outcomes</b> across all skill areas and CEFR levels.	3.1. Create a CEFR-aligned moderation template that supports consistent assessment of language enabling teaching staff to accurately interpret and apply level descriptors of the CEFR.	3.1. Developing a co-constructed CEFR-aligned moderation template will provide us with a structured and reliable framework for assessing language proficiency. This template will ensure consistency in evaluation by clearly outlining CEFR level descriptors, enabling us to accurately interpret and apply them within formative and summative assessments.	3.1. Carys Soper & Dr. Matthew Williamson-Dicken in collaboration with Cerys Richards (RCT)	3.1. N/A	3.1. Carreg Lam will adopt the use of the 'Cerrig Milltir', which has been developed by Ysgol Panteg's leadership team, in order to accurately interpret each level of the CEFR and preparedness for main-stream classes. This will now allow staff to successfully demonstrate the linguistic achievement for each child during our moderation process with Rhondda Cynon Taf. This is also outlined in our new assessment policy.	3.1.	3.1.
	3.2. Compile portfolios of evidence for CEFR levels which demonstrates linguistic abilities. This portfolio will include annotated learner work samples that illustrate level alignment, and video evidence activities. This will allow us to moderate work in partnership with Rhondda Cynon Taf and Welsh Government to ensure we have a robust and consistent understanding of CEFR levels and learner attainment in language acquisition.	3.2. By compiling comprehensive portfolios that showcase annotated learner work samples and video evidence, we will ensure accurate alignment with CEFR levels. Reliable moderation practices, strengthened through collaboration with Rhondda Cynon Taf and Welsh Government, will enhance consistency and comparability in assessment outcomes. We will gain confidence in interpreting CEFR descriptors, fostering clarity in learner attainment documentation and formative assessment strategies. The structured moderation process will provide deeper insights into language progression, supporting tailored instructional approaches. With periodic reviews ensuring adaptability,	3.2. Carys Soper a Megan Stokes	3.2. N/A	3.2. A Seesaw account has been created in order to develop a portfolio for each level descriptor of the pilot CEFR which has been developed by Welsh Government. The portfolio will also add clarity of attainment across a number of descriptors for each level of the CEFR. This portfolio will include the Cerrig Milltir assessment as well as video evidence. Evidence is being collected.	3.2.	3.2.

		this initiative will contribute to long-term sustainability while influencing broader standardisation efforts in bilingual education across Wales.					
	3.3. Collaboratively moderate children's linguistic abilities using the CEFR framework, in partnership with Rhondda Cynon Taf and Torfaen schools, with the aim of analysing moderation findings to inform and adapt the design and delivery of our immersion programme.	3.3. Children's language skills will be assessed and moderated in collaboration with Rhondda Cynon Taf and Torfaen schools using the CEFR framework. Staff will work together to ensure consistent judgments, using learner work and video recordings as evidence. The findings from moderation sessions will be analysed to identify learning needs, and the immersion programme will be adapted based on these insights. Clear changes to planning and teaching will show how the programme has improved as a result children continue to develop linguistically as part of Step 2 and 3 of our immersion programme.	3.3. Carys Soper & Dr. Matthew Williamson-Dicken in collaboration with Cerys Richards (RCT)	3.3. 2 days	3.3. A Seesaw account has been created in order to develop a portfolio for each level descriptor of the pilot CEFR which has been developed by Welsh Government. The portfolio will also add clarity of attainment across a number of descriptors for each level of the CEFR. This portfolio will include the Cerrig Milltir assessment as well as video evidence. Evidence is being collected.	3.3.	3.3.



Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
Geirfa Graidd (Core Vocabulary Sets) have now reached their final draft (Version 7) and will be published in 2026.		

Cynllun Gweithredu Blaenoriaeth Ddatblygu 2 / *Development Action Plan for Priority 2*

**Gweithio Ochr yn Ochr ag Ysgol Panteg i Feithrin Partneriaethau Addysgol**

**Rhyngwladol** er mwyn Gwella Strategaethau Addysgu Trochi, Ehangu Datblygiad

Proffesiynol ar gyfer Addysgwyr Trochi a Lledaenu Canfyddiadau Ymhellach

***Work Alongside Ysgol Panteg in Fostering International Educational Partnerships***

*in order to Enhance Immersion Teaching Strategies, Expand Professional Development for Immersion Educators and Further Disseminate Findings*

**2025-2026**



Cynllun Sirol Torfaen / Torfaen County Plan	Cynllun Gwella Addysg Torfaen / Torfaen Education Improvement Plan
<p>Yn gysylltiedig â Chynllun Sirol Torfaen drwy:</p> <p>Amcan Llesiant 1 – Byddwn yn codi cyrhaeddiad addysgol, gan helpu pobl ifanc ac oedolion i gael y cymwysterau a'r sgiliau y mae eu hangen i fyw bywydau cadarnhaol</p> <p><i>Linked to the Torfaen County Plan through:</i></p> <p><i>Well-being Objective 1 – We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives</i></p>	<p>Yn gysylltiedig â Chynllun Addysg Torfaen drwy:</p> <p>Amcan 1 – Gwella canlyniadau dysgwyr, yn enwedig mewn llythrennedd a rhifedd, a lleihau'r bwlch cyrhaeddiad ar gyfer dysgwyr sy'n agored i niwed a dysgwyr difreintiedig</p> <p>Amcan 4 – Datblygu llwybrau dilyniant dysgwyr i annog dysgu gydol oes</p> <p><i>Linked to the Torfaen Education Improvement Plan through:</i></p> <p><i>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</i></p> <p><i>Objective 4 – Develop learner progression pathways to encourage lifelong learning</i></p>

Sut fydd y targed yn helpu ni wreiddio ein gweledigaeth a'n hamcanion yn well? /  
*How will this target help us to root our vision and aims better?*

Mae Carreg Lam wedi ymrwymo i gefnogi dysgwyr trochi, boed yn hwyrdyfodiad i'r iaith neu angen meithrin hyder, gan sicrhau eu bod yn ennill yr hyder a'r sgiliau sydd eu hangen i ffynnu mewn addysg cyfrwng Cymraeg. Blaenoriaeth allweddol ar gyfer 2025-2026 yw meithrin partneriaethau addysgol rhyngwladol ochr yn ochr ag Ysgol Panteg i wella addysgu trochi, ehangu datblygiad proffesiynol, a lledaenu canfyddiadau. Trwy Brosiect Tokyo, a ariennir gan Grant Taith Llywodraeth Cymru, bydd ein dirprwyaeth yn ymgymryd ag ymchwil strwythuredig, gan gynnwys arsylwadau ystafell ddosbarth, cyfweiliadau, a grwpiau ffocws yn Japan. Bydd y mewnwelediadau hyn yn llywio strategaethau dwyieithog arloesol, gan gryfhau gallu Carreg Lam i gefnogi dysgwyr sy'n trosglwyddo i addysg cyfrwng Cymraeg. Mae ein hymrwymiad yn ymestyn y tu hwnt i weithredu. Bydd y prosiect yn cynhyrchu papurau ymchwil, astudiaethau achos, a chyflwyniadau a rennir gyda llunwyr polisi, fforymau addysg, ac arolygwyr, gan sicrhau bod canfyddiadau'n cyfrannu'n ystyrlon at addysg trochi ar lefel genedlaethol. Mae'r fenter hon yn atgyfnerthu cenhadaeth Carreg Lam i rymuso dysgwyr, gan sicrhau eu bod yn derbyn profiadau dysgu dilys ac ystyrlon sy'n meithrin rhuglder a hyder. Trwy integreiddio arferion gorau byd-eang, ein nod yw creu sylfaen gref ar gyfer llwyddiant dwyieithog, gan baratoi disgyblion ar gyfer dyfodol cydgysylltiedig.

*Carreg Lam is dedicated to supporting immersion learners whether they are latecomers to the language or needing to build confidence, ensuring they gain the confidence and skills needed to thrive in Welsh-medium education. A key priority for 2025-2026 is fostering international educational partnerships alongside Ysgol Panteg to enhance immersion teaching, expand professional development, and disseminate findings. Through the Tokyo Project, funded by the Welsh Government's Taith Grant, our delegation will engage in structured research, including classroom observations, interviews, and focus groups in Japan. These insights will inform innovative bilingual strategies, strengthening Carreg Lam's ability to support learners transitioning into Welsh-medium education. Our commitment extends beyond implementation. The project will produce research papers, case studies, and presentations shared with policymakers, education forums, and inspectors, ensuring that findings contribute meaningfully to immersion education at a national level. This initiative reinforces Carreg Lam's mission to empower learners, ensuring they receive authentic, meaningful learning experiences that build fluency and confidence. By integrating global best practices, we aim to create a strong foundation for bilingual success, preparing pupils for an interconnected future.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / <i>Steps to Complete</i>	Methodoleg Ymchwil / <i>Research Methodology</i>	Meini Prawf Llwyddiant / <i>Success Criteria</i>	Cyfrifoldeb / <i>Responsibility</i>	Adnoddau (Amser ac Arian) / <i>Resources (Money and Time)</i>	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / <i>Graded Evaluation (See Appendix 1)</i>	
						Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>
1. Delegation from Ysgol Panteg and Carreg Lam to <b>conduct research visit to Japan</b> utilising Welsh Government Taith funding to research into language immersion pedagogical strategies. Findings then to be transformed into project outputs and disseminated.	<p>1.1. Pedagogy and Curriculum Team to Research <b>Key Question 1: How do Tokyo's primary immersion teaching practices compare to Welsh immersion education?</b> This question will be broken down into 10 key questions:</p> <p>I. What are the core teaching strategies employed in Tokyo's primary immersion schools?</p> <p>II. How does the linguistic environment in Tokyo classrooms differ from Welsh immersion classrooms?</p> <p>III. What methods are used to integrate subject-based learning with language teaching in Tokyo schools?</p> <p>IV. How does teacher-learner interaction reinforce immersion in Tokyo's primary education?</p> <p>V. What measures are in place to assess the effectiveness of Tokyo's immersion teaching practices?</p> <p>VI. How does parental involvement influence immersion education outcomes in Tokyo?</p> <p>VII. How is cultural identity reinforced within Tokyo's immersion teaching practices?</p> <p>VIII. How do Tokyo educators differentiate instruction to meet the diverse needs of learners?</p> <p>IX. What are the linguistic outcomes for learners in Tokyo compared to those in</p>	<p>1.1., 1.2 &amp; 1.3. In order to answer Key Questions 1, 2 and 3, the Pedagogy and Curriculum Team will utilise these research methods:</p> <p><b>Classroom Observations:</b> To capture the dynamics of teaching strategies, linguistic environments, cultural integration, and instructional methods, structured observations will be invaluable. Focus on oral and written repetition, environment, teacher-learner interactions, subject-language integration, and how cultural elements like stories, songs, or traditions are infused into lessons.</p> <p><b>Interviews:</b> Conduct semi-structured interviews with teachers, leaders, and parents. Teachers and leaders can share insights on instructional strategies, differentiation for diverse learners, and methods for balancing creative and repetitive learning. Parents</p>	<p>1.1., 1.2., 1.3., 1.4., 1.5. &amp; 1.6. We will have gathered the knowledge to answer key questions, processed this information into specific outputs and conducted dissemination activities.</p> <p><b>Outputs:</b></p> <p>-Final Project Report</p> <p>-Case Study (1500 words max.) focused on comparison of teaching practices in comparison to immersion centres in Wales (Carreg Lam) and main-stream provision (Ysgol Panteg) answering key question 1 and subquestions.</p> <p>-Case study (1500 words max.) analysing the impact of 3 most effective language acquisition techniques and strategies observed answering key question 2 and subquestions.</p> <p>-Case study (1500 words max.) highlighting good practice of integrating cultural elements and</p>	1.1. Pedagogy and Curriculum Team: Carys Soper, Nerys Phillips, Megan Stokes, Rebeca Blackmore, Dr. Matthew Williamson-Dicken	<p>1.1., 1.2., 1.3., 1.4., 1.5. &amp; 1.6. Project Budget Summary given below. This budget is provided specifically for this project by the Welsh Government's Taith Grant. For clarity, the budget for the Tokyo Project does not come from the budget of Ysgol Panteg or Carreg Lam.</p> <p>Staff Mobilities (Travel and Top Up) = £12,869.74</p> <p>Staff Mobilities (Subsistence and Top Up) = £6,220.08</p>	<p>1.1., 1.2., 1.3., 1.4., 1.5. &amp; 1.6. The project has successfully completed the first three stages of its success criteria: gathering the knowledge to answer key questions, processing this information into the specific outputs (reports and case studies), and preparing the material for dissemination activities. Each stage has been carefully designed to ensure that the insights gained from the Tokyo research visit are translated into practical recommendations for Welsh-medium education and shared effectively with stakeholders across schools, training providers and policy bodies.</p> <p>The first stage, gathering knowledge, was achieved through an intensive eight-day research visit to Tokyo in October 2025. A cross-sectional delegation from Torfaen County Borough Council, Ysgol</p>	1.1., 1.2., 1.3., 1.4., 1.5. & 1.6.

<p>Welsh immersion programmes? X. What pedagogical innovations in Tokyo can inform Welsh immersion practices?</p>	<p>1.2. Pedagogy and Curriculum Team to Research <b>Key Question 2: What are the most effective language acquisition techniques utilised in Tokyo's primary education system?</b> This will be broken down into 10 key questions:</p> <p>I. What are the various approaches to oral repetition and practice in Tokyo's classrooms? II. How is written repetition incorporated into language acquisition practices? III. What multimedia, digital or technological tools are used to enhance language drilling effectiveness? IV. How do Tokyo educators balance drilling techniques with creative and interactive learning? V. In what ways do language drills in Tokyo support long-term retention of language skills? VI. What role does phonetics play in Tokyo's language drilling methods? VII. How are drilling techniques adapted for learners with different levels of language proficiency? VIII. What feedback mechanisms are used to improve the outcomes of language drilling? IX. How are cultural elements integrated into language drilling exercises in Tokyo? X. What implications do Tokyo's drilling techniques have for developing similar methods in Welsh immersion education?</p>	<p>can offer perspectives on their involvement and its impact on educational outcomes.</p> <p><b>Focus Groups:</b> Facilitate group discussions with educators to explore common themes like cultural immersion strategies, pedagogical innovations, and the balance between traditional and modern teaching practices. This method encourages collective insights and contrasting viewpoints.</p>	<p>traditions into language acquisition and the classroom answering key question 3 and subquestions.</p> <p>-Research paper (2000 words max.) on language immersion strategies for the initial training of primary teachers answering key question 4 and subquestions.</p> <p>-Research paper (2000 words max.) on language immersion policy and governance answering key question 5 and subquestions.</p> <p>-Research paper (2000 words max.) on inspection processes in Japan in comparison to Wales answering key question 6 and subquestions.</p> <p><b>Dissemination Activities:</b></p> <p>-Sharing of final report paper and case studies with local authority and Welsh government. Invite representatives for a presentation on findings.</p> <p>-Sharing of final report paper and case studies with Estyn. Invite representatives for a presentation on findings.</p> <p>-Sharing of final report paper and case studies with Torfaen's Welsh</p>	<p>1.2. Pedagogy and Curriculum Team: Carys Soper, Nerys Phillips, Megan Stokes, Rebeca Blackmore, Dr. Matthew Williamson-Dicken</p>	<p>Staff Mobilities = £155.18</p> <p>Staff Costs = £10,200.00</p> <p>Food Costs (£45 per day for 7 people, 8 activity days and 2 travel days) = £3,150.00</p> <p>Local Transportation = £500.00</p> <p>Airport Transfer (NP4 to London Heathrow) = £500.00</p> <p>Translation of all final reports into Welsh and Japanese. = £500.00</p> <p>Conference room hire at hotel for team meetings = £500.00</p> <p>Japanese Cultural Workshops = £1,000.00</p>	<p>Panteg, Carreg Lam immersion specialists and governors undertook classroom observations, interviews and focus groups, and engaged with governmental departments and university researchers. This evidence base was strengthened by comparative reflection on immersion practice in Wales, documentary analysis of policy and training frameworks, and detailed study of lesson sequences, microteaching cycles, multimodal scaffolds and cultural units. Together, these activities provided robust answers to the project's key questions and ensured that the knowledge gathered was both comprehensive and relevant to the Welsh context.</p> <p>The second stage involved processing this knowledge into specific outputs:</p> <ul style="list-style-type: none"> <li>Principal Research Report</li> <li>Case Study 1 – Enhancing Language Acquisition through Gesture</li> <li>Case Study 2 –</li> </ul>	
---	--	--	---	--	---	--	--

	<p>1.3. Pedagogy and Curriculum Team to Research <b>Key Question 3: How does cultural integration influence language acquisition in Tokyo's primary schools?</b></p> <p>This will be broken down into 5 key questions:</p> <p>I. How are traditional Japanese customs integrated into the language immersion process?</p> <p>II. What methods are used to teach language through cultural stories, songs, or traditions?</p> <p>III. How do cultural immersion strategies enhance learners' connection to their language?</p> <p>IV. Can these strategies be adapted to promote Welsh cultural identity alongside language learning?</p> <p>V. How are teachers trained to incorporate cultural elements into lessons effectively?</p>		<p>Education Forum. Present at virtual meeting. Offer to share findings with neighbouring authorities'</p> <p>-Welsh Education Forum meetings.</p> <p>-Present at Immersion Education Conference run by Welsh Government.</p> <p>-Present at Torfaen Heads' meeting.</p> <p>-Write summary paper for the journal 'Reaching into Research' published by the Association for the Study of Primary Education's journal.</p> <p>-Hold a Welsh language practitioner presentation and workshop inviting neighbouring immersion centres and regional schools.</p> <p>-Hold an English language practitioner presentation and workshop inviting regional schools.</p> <p>-Arrange a meeting with a delegation of Torfaen County Borough Council Members to present findings.</p> <p>-Meet with Minister for Education (MS) to discuss findings.</p> <p>-Meet with Director for Education at Welsh Government to share findings.</p> <p>-Meet with Member of</p>	<p>1.3. Pedagogy and Curriculum Team:</p> <p>Carys Soper, Nerys Phillips, Megan Stokes, Rebeca Blackmore, Dr. Matthew Williamson-Dicken</p>	<p>Meeting Venue Hire = £200.00</p> <p>Cultural Immersion: Sessions with Cardiff University = £200.00</p> <p>Airport Transfer (Hareda Airport to Hotel) = £100.00</p> <p>Airport Transfer (Hotel to Hareda Airport) £250.00</p> <p>Translator for visit to Tokyo Metropolitan Board of Education = £250.00</p> <p>Documentation Printing Costs (inc. video recording dissemination) = £100.00</p>	<p>Unlocking Language Learning Through Translanguaging</p> <ul style="list-style-type: none"> <li>• Case Study 3 – Language through Culture</li> <li>• Case Study 4 – Kanji Symbolism</li> <li>• Case Study 5 – Kintsugi as Pedagogical Philosophy</li> <li>• Case Study 6 – Integration of Language Acquisition Models</li> <li>• Immersion Methods for the Initial Teacher Training System (Full Report &amp; Academic Journal Article)</li> <li>• Immersion Education Policy and Governance in Japan and Wales (Full Report &amp; Academic Journal Article)</li> <li>• Japanese and Welsh Evaluation Culture in Dialogue (Full Report &amp; Academic Journal Article)</li> </ul> <p>The case studies examine comparative teaching practices between immersion centres and mainstream provision, analyse the three most</p>	
--	--	--	--	---	---	---	--



	<p>1.4. Policies and Curriculum Team to Research <b>Key Question 4: What are the training and professional development practices for Tokyo's primary immersion educators?</b> This will be broken down into 5 key questions:</p> <p>I. What methodologies are prioritised in Japanese initial teacher education for schools?</p> <p>II. How is ongoing professional development structured for primary immersion teachers in Tokyo?</p> <p>III. What mentoring systems exist for teachers to refine their language immersion practices?</p> <p>IV. Are there collaborative opportunities between Tokyo educators that enhance immersion pedagogy?</p> <p>V. How can Welsh immersion educators incorporate insights from Tokyo's training models?</p>	<p>1.4. 1.5 &amp; 1.6. In order to answer Key Questions 4, 5 and 6, the Policies and Systems Team will utilise these research methods:</p> <p><b>Interviews:</b> Conduct semi-structured interviews with policymakers, school leaders, teacher educators, and inspectors. These conversations will provide insights into methodologies prioritised in initial teacher education for immersion schools, the structure of ongoing professional development, mentoring systems, collaborative opportunities, and how Tokyo's training models can inform Welsh immersion practices. For policy-related questions, interview policymakers to explore regulatory frameworks, national policies, evaluation criteria, and how these are adapted to address challenges in immersion education.</p> <p><b>Document Analysis:</b> Review legislative documents, teacher education curricula, professional development plans, policy guidelines, quality assurance reports, and mentoring frameworks. This will help identify initial</p>	Parliament (MP) to discuss findings.	1.4. Policies and Systems Team: Dr. Matthew Williamson-Dicken, David Childs (Chair of Governors), Dr. Andrew Powles (Director of Education - Torfaen)		<p>effective language acquisition techniques observed, and highlight good practice in integrating cultural elements into language learning. The research papers focus on immersion strategies for initial teacher training, policy and governance of immersion education, and inspection processes in Japan compared with Wales. Alongside these, a final project report synthesises the findings into a coherent narrative, providing a comprehensive account of the project's methodology, evidence and recommendations. Each output has been carefully structured to answer the relevant key research questions and sub-questions, and to provide actionable insights for practitioners and policymakers.</p> <p>The report style outputs are significantly more detailed than anticipated at the beginning of this project since the information discovered was far richer. Therefore, each has an executive summary and each has an</p>	
--	--	--	--------------------------------------	---	--	--	--

	<p>1.5. Policies and Curriculum Team to Research <b>Key Question 5: What are the broader policy frameworks that govern primary language immersion in Tokyo?</b> This will be broken down into 8 key questions:</p> <p>I. What regulatory and legal frameworks support language immersion in Japanese schools?</p> <p>II. How do national education policies in Japan support primary language immersion initiatives?</p> <p>III. What are the key objectives of Tokyo's language immersion policy frameworks?</p> <p>IV. How do policymakers evaluate the success of immersion programmes in achieving language fluency?</p> <p>V. What role do stakeholders (teachers, parents, and communities) play in shaping and supporting Tokyo's language immersion policies?</p> <p>VI. How are policies adapted to address challenges or gaps in language immersion programmes?</p> <p>VII. What measures exist to ensure equity and accessibility in Tokyo's language immersion education?</p> <p>VIII. What mechanisms are in place to ensure accountability in the implementation of language immersion policies?</p>	<p>teacher education priorities, the structure and objectives of professional development, regulatory frameworks, policy goals, accountability mechanisms, and evaluation criteria. Include an analysis of inspection frameworks to understand how they balance standardisation with accommodating unique immersion education needs.</p> <p><b>Focus Groups:</b> Facilitate discussions with teachers, teacher educators, parents, and community members. For teacher-focused groups, explore perspectives on collaboration opportunities, professional development, mentoring systems, and evaluation practices. With parents and community members, focus on understanding their roles in shaping and supporting policies, and their perspectives on equity, accessibility, and accountability.</p> <p><b>Questionnaires:</b> Distribute structured questionnaires to teacher educators and students in initial teacher training programmes. Include closed-ended questions to quantify key themes such as training methodologies,</p>		<p>1.5. Policies and Systems Team: Dr. Matthew Williamson-Dicken, David Childs (Chair of Governors), Dr. Andrew Powles (Director of Education - Torfaen)</p>		<p>academic journal article as more manageable dissemination material.</p> <p>The third stage is underway: we are now finalising the planning and preparation materials for a comprehensive programme of dissemination to ensure that the findings of Project Tokyo reach all relevant audiences and have practical impact. The final report and accompanying case studies will be shared with both the local authority and the Welsh Government, with invitations extended to representatives to attend a presentation on the key findings. In parallel, Estyn will receive the same materials, and their representatives will also be invited to a dedicated presentation so that inspection and evaluation processes can be informed by the evidence gathered.</p> <p>At the local level, the report and case studies will be presented to Torfaen's Welsh Education Forum during a virtual meeting, with an offer to share the findings more</p>	
--	--	--	--	--	--	--	--

	<p>1.6. Policies and Curriculum Team to Research <b>Key Question 6: How are teaching and learning evaluation and inspection frameworks applied in Tokyo's primary language immersion schools?</b> This will be broken down into 5 key questions:</p> <p>I. What criteria are used in Tokyo to assess the quality and effectiveness of language immersion teaching?</p> <p>II. How are learner outcomes, particularly language proficiency and cultural integration, evaluated in immersion programmes?</p> <p>III. What methods are employed to provide feedback and improve teaching practices in Tokyo immersion schools?</p> <p>IV. How do Tokyo's inspection frameworks balance standardisation with accommodating the unique needs of immersion education?</p> <p>V. Can Welsh immersion education integrate these evaluation frameworks to enhance its own quality assurance processes?</p>	<p>mentoring systems, and policy impact. Use open-ended questions to capture detailed perspectives on professional preparation for immersion education, the alignment of training with policy goals, and how these concepts are introduced and reinforced.</p>		<p>1.6. Policies and Systems Team: Dr. Matthew Williamson-Dicken, David Childs (Chair of Governors), Dr. Andrew Powles (Director of Education - Torfaen)</p>		<p>widely at neighbouring authorities' forum meetings. National dissemination will take place through a presentation at the Immersion Education Conference run by the Welsh Government, while regional dissemination will be supported by a presentation at the Torfaen Heads' meeting.</p> <p>To reach an academic audience, the journal articles have been shared and accepted for publication in Reaching into Research, a journal of the Association for the Study of Primary Education (ASPE). The official publication date is expected in June 2026.</p> <p>Practitioner engagement is a central priority. A Welsh-language practitioner presentation and workshop is being organised, inviting neighbouring immersion centres and regional schools to participate. Alongside this, an English-language practitioner presentation and workshop will be held for regional schools,</p>	
--	---	--	--	--	--	--	--

						<p>ensuring that the strategies and insights are accessible to a broad range of educators. These events will provide opportunities for dialogue, collaborative reflection, and practical application of the project's findings.</p> <p>Finally, dissemination will extend to political and civic leadership. A meeting is being arranged with a delegation of Torfaen County Borough Council Members to present the findings directly. At national level, meetings are planned with the Minister for Education, the Director for Education at the Welsh Government, and a Member of Parliament to ensure that the project's recommendations are considered within wider policy discussions. We have taken part in the Welsh Government's Conference in December 2025 to launch the CEFR (Common European Framework of Reference) as a national framework for supporting teaching, assessment and evaluation of Welsh language fluency,</p>	
--	--	--	--	--	--	--	--

						<p>proficiency and skills.</p> <p>Through this multi-layered programme of dissemination, Project Tokyo will ensure that its outputs are not only published but actively used to strengthen immersion practice, inform governance, and contribute to the long-term ambition of Cymraeg 2050.</p> <p>In conclusion, Project Tokyo has made significant progress towards its success criteria. Knowledge has been gathered through rigorous research, processed into high-quality outputs, and is being prepared for dissemination through accessible and engaging formats.</p>	
2. Clear <b>Delegation Roles Established</b> for the Tokyo Project.	2.1. Establish the role of <b>Project Manager</b> to oversee the delegation's itinerary and coordination.	2.1. The Project Manager will have responsibility to oversee all key questions.	2.1. The Project Manager will have: <ul style="list-style-type: none"> <li>- Acted as the main point of contact for both the Tokyo hosts and the delegation.</li> <li>- Ensured logistics (e.g., visits to schools, meetings with officials, accommodations) ran smoothly.</li> <li>- Co-ordinated and</li> </ul>	2.1. Dr. Matthew Williamson-Dicken	2.1. Staff Release Time from Taith Grant c.£ 1450.	2.1., 2.2, 2.3., 2.4, 2.5., 2.6., 2.7. A clear delegation structure was established for the Tokyo Project, ensuring that responsibilities were distributed across pedagogy, curriculum, policy, and governance strands. This clarity of role definition was a major strength of the project, as	2.1., 2.2, 2.3., 2.4, 2.5., 2.6., 2.7. See Autumn Term Evaluation.

			<p>scheduled meetings, site visits, and discussions with relevant education authorities.</p> <ul style="list-style-type: none"> <li>- Collected and documented findings from each member for post-visit reporting.</li> <li>- Co-authored the final report.</li> <li>- Observed how immersion schools met national education standards and aligned with inspection criteria.</li> <li>- Authored a paper on immersion education inspection.</li> </ul>			<p>it allowed each member to contribute their expertise while maintaining accountability for specific outputs.</p> <p>Dr. Matthew Williamson-Dicken acted as Project Manager. His role encompassed oversight of the itinerary, coordination with Tokyo hosts, and the integration of findings into the final report. By linking his responsibilities to all six research questions, he ensured coherence across the project and provided leadership in both operational logistics and academic outputs. His dual authorship of inspection and teacher training papers demonstrates how managerial oversight was combined with substantive scholarly contribution.</p>	
	<p>2.2. Establish the role of <b>Deputy Project Manager</b> to support with overseeing the delegation's itinerary and coordination and focus on immersion teaching strategies and their effectiveness. This individual will also serve as the treasurer to the project.</p>	<p>2.2. The Deputy Project Manager will focus on Key Questions 1, 2 and 3.</p>	<p>2.2. The Deputy Project Manager will have:</p> <ul style="list-style-type: none"> <li>- Observed and analysed classroom immersion techniques and methods in Tokyo schools.</li> <li>- Engaged with Japanese immersion teachers to understand specific challenges and best practices.</li> <li>- Gathered insights into curriculum design and its</li> </ul>	<p>2.2. Carys Soper</p>	<p>2.2. Staff Release Time from Taith Grant c.£ 1450.</p>	<p>Supporting this leadership was Carys Soper, Deputy Project Manager and Treasurer. Her focus on immersion teaching strategies and curriculum design provided depth to the pedagogical analysis, while her financial accountability safeguarded the project's sustainability.</p>	



			<p>alignment with language acquisition goals.</p> <ul style="list-style-type: none"> <li>- Reported on pedagogical approaches and their potential application back home.</li> <li>- Ensured wise use of budget and took accountability for finance.</li> <li>- Co-authored the final report.</li> </ul>			<p>By co-authoring case studies on teaching practice and cultural integration, she ensured that immersion expertise was embedded in the outputs and that budgetary discipline did not compromise academic quality.</p> <p>The Pedagogy and Curriculum Team was led by Nerys Phillips, whose emphasis on leadership and management at the school level strengthened the comparative analysis between Japanese and Welsh immersion practices. Her contributions to the teacher training paper and case studies on acquisition techniques and cultural integration demonstrate how leadership perspectives were translated into practical recommendations for Welsh schools. Alongside her, Megan Stokes and Rebeca Blackmore provided classroom-level insights. Megan Stokes focused on the role of teaching assistants and differentiated learning, ensuring that support staff were recognised as critical</p>	
	<p>2.3. Establish the team role of <b>Pedagogy and Curriculum Team Leader</b> to focus on leadership, management, and implementation of immersion strategies at the school level.</p>	<p>2.3. Pedagogy and Curriculum Team Leader will focus on Key Questions 1, 2 and 3.</p>	<p>2.3. The Pedagogy and Curriculum Team Leader will have:</p> <ul style="list-style-type: none"> <li>- Engaged with school leaders in Japan to understand how immersion programmes were implemented and managed.</li> <li>- Studied the integration of immersion education within the wider school systems (including mainstream learners).</li> <li>- Examined professional development</li> </ul>	<p>2.3. Nerys Phillips</p>	<p>2.3. Staff Release Time from Taith Grant c.£1450.</p>		

			<p>opportunities for staff involved in immersion programmes.</p> <ul style="list-style-type: none"> <li>- Reported on how immersion programmes were evaluated for success and what leadership strategies could be adopted in mainstream schools.</li> <li>- Co-authored a paper on primary language immersion strategies for initial teacher training.</li> </ul>			<p>to immersion success. Rebeca Blackmore examined the integration of immersion with mainstream teaching, contributing to the teacher training paper and case study on acquisition techniques. Together, these delegates grounded the project in classroom realities, balancing leadership perspectives with learner-centred observations.</p> <p>The Policies and Systems Team was comprised of Dr. Andrew Powles, Director of Education for Torfaen, and David Childs, Governor of Ysgol Panteg and Carreg Lam. Together they ensured that the project addressed the wider systemic dimensions of immersion education. Dr. Andrew Powles engaged directly with Japanese policymakers and analysed governance frameworks, enabling the delegation to consider questions of sustainability, regulation and alignment with inspection criteria. David Childs brought the perspective of governance and accountability, focusing on funding</p>	
	<p>2.4. Establish the role of <b>Specialist Teaching Assistant</b> to focus on classroom dynamics, learner interaction, and supporting immersion.</p>	<p>2.4. The Specialist Teaching Assistant will focus on Key Questions 1, 2 and 3.</p>	<p>2.4. The Specialist Teaching Assistant will have:</p> <ul style="list-style-type: none"> <li>- Observed how teaching assistants supported language acquisition in immersion environments.</li> <li>- Engaged with local teaching assistants to understand their role in facilitating language learning.</li> <li>- Took note of differentiated learning techniques used to support diverse learner needs.</li> </ul>	<p>2.4. Megan Stokes</p>	<p>2.4. Staff Release Time from Taith Grant c.£1450.</p>		

			<ul style="list-style-type: none"> <li>- Reported on the importance of support staff in achieving language fluency in immersion programmes.</li> </ul>			<p>models, community involvement and stakeholder management.</p> <p>The delegation roles were clearly defined and effectively executed. The structure balanced leadership, classroom practice, immersion expertise, and governance, ensuring that each research question was addressed from multiple perspectives.</p>	
	<p>2.5. Establish a <b>Teacher Delegate Role</b> to examine how immersion education is integrated with main-stream teaching methodologies.</p>	<p>2.5. The Teacher Delegate will focus on Key Questions 1, 2 and 3.</p>	<p>2.5. The Teacher Delegate will have:</p> <ul style="list-style-type: none"> <li>- Observed lessons in immersion schools and compared teaching strategies with mainstream schools.</li> <li>- Engaged with local mainstream primary teachers to understand how immersion learners transitioned into mainstream subjects.</li> <li>- Focused on classroom management, lesson differentiation, and learner progress in bilingual settings.</li> <li>- Gathered insights on</li> </ul>	<p>2.5. Rebeca Blackmore</p>	<p>2.5. Staff Release Time from Taith Grant c.£1450.</p>		

			<p>how to adapt immersion techniques for mainstream classrooms and how both could co-exist.</p> <ul style="list-style-type: none"> <li>- Co-authored a paper on primary language immersion methods for the initial teacher training system.</li> </ul>				
	<p>2.6. Establish a <b>Policies and System Team Leader</b> role to examine the policy frameworks that support language immersion education. Focus on the impact of teacher training and professional learning.</p>	<p>2.6. The Policies and System Team Leader will focus on Key Questions 4, 5 and 6.</p>	<p>2.6. The Policies and System Team Leader will have:</p> <ul style="list-style-type: none"> <li>- Met with Japanese educational policymakers to understand the legal and regulatory frameworks surrounding immersion education.</li> <li>- Analysed how national and local policies fostered or hindered successful immersion programmes.</li> <li>- Studied financial, logistical, and administrative support for primary immersion programmes and their sustainability.</li> </ul>	<p>2.6. Dr. Andrew Powles</p>	<p>2.6. Staff Release Time from Taith Grant c.£1450.</p>		

			<ul style="list-style-type: none"> <li>- Provided insights on how policy changes could enhance language acquisition programmes.</li> <li>- Co-authored a paper on primary language immersion policy and governance.</li> <li>- Observed how immersion schools met national education standards and aligned with inspection criteria.</li> </ul>				
	2.7. Establish a <b>Governor Delegate</b> role to focus on governance, accountability, and long-term planning for immersion programmes.	2.7. The Governor Delegate will focus on Key Questions 4, 5 and 6.	2.7. The Governor Delegate will have: <ul style="list-style-type: none"> <li>- Understood the role of school boards or equivalent governing bodies in overseeing immersion programmes.</li> <li>- Engaged with Japanese school governors or trustees to learn about governance structures supporting immersion education.</li> <li>- Analysed the funding models, community involvement, and stakeholder management in immersion programmes.</li> <li>- Provided recommendations on how to strengthen governance and oversight for</li> </ul>	2.7. David Childs, Chair of Governors	2.7. Staff Release Time from Taith Grant c.£1450.		



			<p>immersion programmes in educational institutions.</p> <ul style="list-style-type: none"> <li>- Co-authored a paper on primary educational immersion education policy and governance.</li> <li>- Observed how immersion schools met national education standards and aligned with inspection criteria.</li> </ul>				
<p>3. <b>Plan for Application of New Knowledge Gleaned from the Tokyo Project</b> and Pilot Key Learning Features within Ysgol Panteg and Carreg Lam.</p>	<p>3.1. Phase A - <b>Knowledge Consolidation &amp; Strategic Mapping:</b> In order to begin applying new learning from the Tokyo Project, we will have to develop a strategic piloting plan based on the findings and outputs of the project.</p>	<p>3.1. This phase is about ideation and planning following the discovery phase of the project.</p>	<p>3.1. A <b>clear strategic plan for learning</b> from the knowledge gleaned from the Tokyo Project is in place. This will ensure that all insights from Tokyo-based immersion strategies are clearly <b>categorised into thematic areas</b> (e.g. linguistic drilling, cultural integration, technology-enhanced learning). It will ensure that identified strategies are <b>critically assessed</b> for adaptability within the Welsh education sector. It will also ensure that a detailed piloting timeline is created, mapping out <b>specific interventions</b> in Ysgol Panteg and Carreg Lam after training.</p>	<p>3.1. Dr. Matthew Williamson-Dicken, Nerys Phillips, Carys Soper, Megan Stokes, Rebeca Blackmore</p>	<p>3.1. Preparation time for dissemination and time for training is built into the budgeting for the grant.</p>	<p>3.1. Not Due to Start until Spring Term</p>	<p>3.1.</p>

	<p>3.2. Phase B - <b>Piloting Implementation:</b> We will begin piloting the findings of the Tokyo Project within Ysgol Panteg and Carreg Lam by following the strategic piloting plan. This will include: -</p> <p>-<b>Targeted Lesson Trials</b> – We will integrate Tokyo-inspired strategies into select classes, focusing on language repetition methods and cultural storytelling in order to trial effectiveness.</p> <p>-<b>In-House Professional Development Workshops</b> – We will train staff in implementing new approaches, ensuring consistency and best practices.</p> <p>-Integrate ideas into Priority 1 and 2 of the Ysgol Panteg <b>School Development Plan</b>.</p> <p>-Integrate ideas Priority 1 of the Carreg Lam <b>Centre Development Plan</b>.</p>	<p>3.2. This phase is about prototyping, trialling and piloting following the ideation and planning phase of the project.</p>	<p>3.2. Staff successfully <b>begin to implement</b> Tokyo-based methods showing consistency in lesson delivery. Positive <b>feedback from staff</b> regarding ease of integration and observed student progress. <b>Clear alignment</b> of Tokyo techniques with Priority 1 &amp; 2 objectives in Ysgol Panteg's School Development Plan. Successful embedding of immersion strategies within Carreg Lam's Priority 1 objective, ensuring longevity. Over the next 3 years, we will then see <b>measurable improvement in fluency, pronunciation accuracy, and vocabulary expansion</b>.</p>	<p>3.2. Dr. Matthew Williamson-Dicken, Nerys Phillips, Carys Soper, Megan Stokes, Rebeca Blackmore</p>	<p>3.2. Release time to support piloting. 2 x ½ day per half term.</p>	<p>3.2. Not Due to Start until Spring Term</p>	<p>3.2.</p>

	<p>3.3. Phase C – <b>Evaluation &amp; Refinement:</b> In order to see the impact of the pilot implementation of findings, we will evaluate and adjust as we trial. This will include:</p> <p><b>-Data Collection and Teacher Feedback</b> - We will gather insights from staff on the effectiveness and feasibility of strategies.</p> <p><b>-Iterative Adjustments</b> - We will identify what is working, refine where necessary, and plan for the expansion of the implementation scope for September 2027.</p>	<p>3.3. This phase is about scrutinising the effect on learners from the project’s piloting phase and planning for further implementation where appropriate.</p>	<p>3.3. Learners will demonstrate stronger Welsh language recall in spontaneous interactions leading to increased fluency over time and language retention. Learners actively seek opportunities to use Welsh outside of structured lessons and demonstrate higher engagement and participation. Over time, learners show improved ability to switch between languages with minimal hesitation. Learners will demonstrate deepened cultural immersion with a richer understanding of Welsh identity through story-driven learning.</p>	<p>3.3. Dr. Matthew Williamson-Dicken, Nerys Phillips, Carys Soper, Megan Stokes, Rebeca Blackmore</p>	<p>3.3. Release time to support piloting. 2 x ½ day per half term.</p>	<p>3.3. Not Due to Start until Spring Term</p>	<p>3.3.</p>

Nodiadau Ychwanegol / <i>Additional Notes</i>		
Tymor yr Hydref / <i>Autumn Term</i>	Tymor y Gwanwyn / <i>Spring Term</i>	Tymor yr Haf / <i>Summer Term</i>
<p>See the following additional documents which outline the projects findings in full:</p> <ul style="list-style-type: none"> <li>• Principal Research Report</li> <li>• Case Study 1 – Enhancing Language Acquisition through Gesture</li> <li>• Case Study 2 – Unlocking Language Learning Through Translanguaging</li> <li>• Case Study 3 – Language through Culture</li> <li>• Case Study 4 – Kanji Symbolism</li> <li>• Case Study 5 – Kintsugi as Pedagogical Philosophy</li> <li>• Case Study 6 – Integration of Language Acquisition Models</li> <li>• Immersion Methods for the Initial Teacher Training System (Full Report)</li> <li>• Immersion Education Policy and Governance in Japan and Wales (Full Report)</li> <li>• Japanese and Welsh Evaluation Culture in Dialogue (Full Report)</li> <li>• Immersion Methods for the Initial Teacher Training System (Full Report &amp; Academic Journal Article)</li> <li>• Immersion Education Policy and Governance in Japan and Wales (Academic Journal Article)</li> <li>• Japanese and Welsh Evaluation Culture in Dialogue (Academic Journal Article)</li> </ul> <p>The third sub-target will truly begin in the Spring term and will plan for the application of new knowledge gleaned from the Tokyo Project and to pilot key learning features within Ysgol Panteg and Carreg Lam. This stage represents the transition from research and reporting into practical implementation, ensuring that the insights gathered abroad are embedded into local practice and tested for impact.</p> <p>The planning phase will involve identifying which elements of the Tokyo Project findings are most relevant and transferable to the Welsh context. These include multimodal scaffolds such as gesture-based learning and visual sentence frames, structured rehearsal cycles that build automaticity, and cultural integration units that link language acquisition to traditions and community practices. Each of these features will be</p>		

<p>mapped against existing curriculum structures and professional development frameworks to ensure alignment with national priorities and the Cymraeg 2050 strategy. Obviously, we have begun this process already with the creation of case studies and full reports.</p> <p>Piloting will take place in both Ysgol Panteg and Carreg Lam, allowing for comparison between mainstream provision and immersion centre practice. Teachers and support staff will be trained to implement selected strategies, such as coached microteaching cycles, lesson study routines, and pragmatic formative assessment probes aligned with CEFR descriptors. Classroom observations and learner feedback will be used to evaluate effectiveness, with particular attention paid to oral fluency, learner confidence, and the integration of cultural elements into language lessons.</p> <p>The pilot phase will also serve as a professional learning opportunity. Staff will be encouraged to reflect on the challenges and successes of implementation, share adaptations that suit their contexts, and contribute to a growing resource bank of exemplar lesson segments and multimodal tools. This collaborative approach will ensure that the knowledge gained from Tokyo is not only applied but refined through practice, creating a sustainable model for wider dissemination.</p>		
---	--	--



## Allwedd Graddio Cyrhaeddiad / Progress Judgement Key

	Mynd i'r afael â'r Argymhelliad / Addressing the Recommendation	Agweddau sydd Dal i fod Angen Sylw / Aspects Still Requiring Attention	Effaith ar Safonau ac Ansawdd y Ddarpariaeth / Impact on Standards and Quality of Provision	Gwaith sy'n Ofynnol ar yr Ymweliad Monitro Nesaf / Work Required on the Next Monitoring Visit
Cynnydd Cyfyngedig / Limited Progress	Nid yw'n bodloni'r argymhelliad / Does not meet the recommendation	Mae pob agwedd bwysig neu lawer yn dal i aros am sylw / All or many important aspects still awaiting attention	Dim effaith ar safonau nac ansawdd y ddarpariaeth (e.e. mae safonau wedi gostwng ers yr arolygiad craidd i ddangosyddion allweddol) / No impact on standards or quality of provision (e.g. standards have declined since core inspection in key indicators)	Llawer o waith i'w wneud o hyd a llawer o agweddau i'w hystyried o hyd / Much work still to do and many aspects still to consider
Cynnydd Dibynnol / Satisfactory Progress	Mynd i'r afael â'r argymhelliad mewn llawer o ffyrdd / Addresses the recommendation in many respects	Mae angen rhoi cryn sylw o hyd i rai agweddau pwysig / A few important aspects still require significant attention	Effaith gyfyngedig ar safonau ac ansawdd y ddarpariaeth / Limited impact on standards and quality of provision	Mae llawer o agweddau wedi ei delio â hwy ond mae dal gwaith sylweddol i'w wneud mewn meysydd pwysig / Many aspects addressed but still significant work to do in important areas
Cynnydd Effeithiol / Effective Progress	Mynd i'r afael â'r argymhelliad yn y rhan fwyaf o ffyrdd / Addresses the recommendation in most respects	Dim ond mân agweddau sydd angen sylw / Only minor aspects still require attention	Effaith gadarnhaol ar safonau ac ansawdd y ddarpariaeth / Positive impact on standards and quality of provision	Mae'r rhan fwyaf o agweddau a drafodir eisoes heb fawr o waith ar ôl i'w wneud / Most aspects covered already with little significant work left to do
Cynnydd Effeithiol Iawn / Very Effective Progress	Mynd i'r afael â'r argymhelliad yn effeithiol / Addresses the recommendation effectively	Nid oes angen rhoi sylw pellach i unrhyw agwedd / No aspects require further attention	Effaith dda iawn ar ansawdd y ddarpariaeth / Very good impact on quality of provision	Ysgol i gynnal ac adeiladu ar arfer gwell / School to maintain and build on improved practice

Prif-Bwyntiau Monitro ac Arfarnu'r Flwyddyn / *Main Monitoring and Evaluation Points of the Year*

Tasg Monitro		Terfyn Ddyddiad
Carfan 7	Asesiadau Risg Ymweliadau Addysgol	18/07/2025
	CEFR Datblygiad Cychwynnol, Carfan 7	11/07/2025
	Monitro Cynnydd Caffael Iaith Dysgwyr (Craffiad Cyntaf)	19/09/2025
	Monitro Cynnydd Caffael Iaith Dysgwyr (Ailymweliad 1)	03/10/2025
	Monitro Cynnydd Caffael Iaith Dysgwyr (Ailymweliad 2)	14/10/2025
	Monitro Cynnydd Caffael Iaith Dysgwyr (Ailymweliad 3)	26/11/2025
	Ysgrifennu Adroddiadau Cynllunio Cam 2: Trosglwyddo i Gyd-Destun Prif-Ffrwd	28/11/2025
	CEFR Datblygiad Diwedd Cam 1, Carfan 7	12/12/2025
Carfan 8	Asesiadau Risg Ymweliadau Addysgol	12/12/2025
	CEFR Datblygiad Cychwynnol, Carfan 8	12/12/2025
	Monitro Cynnydd Caffael Iaith Dysgwyr (Craffiad Cyntaf)	16/01/2026
	Monitro Cynnydd Caffael Iaith Dysgwyr (Ailymweliad 1)	06/02/2026
	Monitro Cynnydd Caffael Iaith Dysgwyr (Ailymweliad 2)	06/03/2026
	Monitro Cynnydd Caffael Iaith Dysgwyr (Ailymweliad 3)	20/03/2026
	Ysgrifennu Adroddiadau Cynllunio Cam 2: Trosglwyddo i Gyd-Destun Prif-Ffrwd	20/03/2026
	CEFR Datblygiad Diwedd Cam 1, Carfan 8	20/03/2026
Cynllun Datblygu'r Ganolfan Drochi 2025-2026	Cyflwyniad i Lywodraethwyr ar Gynllun Datblygu'r Ganolfan, 2025-2026	23/06/2025
	Trafodaeth Broffesiynol Cynllun Datblygu'r Ganolfan Drochi	13/11/2025
	Gwerthuso Cynnydd yng Nghynlluniau Gweithredu Blaenoriaethau Datblygu'r Ganolfan ar gyfer 2025-2026 (Tymor yr Hydref)	01/12/2025
	Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu'r Ganolfan, 2025-2026 (Tymor yr Hydref)	01/12/2025
	Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu'r Ganolfan, 2025-2026 (Tymor y Gwanwyn)	20/03/2026
	Gwerthuso Cynnydd yng Nghynlluniau Gweithredu Blaenoriaethau Datblygu'r Ganolfan ar gyfer 2025-2026 (Tymor y Gwanwyn)	20/03/2026
	Gwerthuso Cynnydd yng Nghynlluniau Gweithredu Blaenoriaethau Datblygu'r Ganolfan ar gyfer 2025-2026 (Tymor yr Haf)	12/06/2026
	Crynodeb Gweithredol Cynnydd tuag at Gynllun Datblygu'r Ganolfan, 2025-2026 (Tymor yr Haf)	12/06/2026
	Penodi ar Flaenoriaethau Datblygu'r Ganolfan Drochi ar gyfer 2026-2027	22/06/2026
	Ymgynghori ar Flaenoriaethau Datblygu'r Ganolfan Drochi ar gyfer 2026-2027	26/06/2026
	Ysgrifennu Rhesymegau Blaenoriaethau Datblygu'r Ganolfan Drochi ar gyfer 2026-2027	26/06/2026
	Ysgrifennu Cynlluniau Gweithredu Blaenoriaethau Datblygu'r Ganolfan ar gyfer 2026-2027	08/07/2026
	Cyflwyniad i Lywodraethwyr ar Gynllun Datblygu'r Ganolfan, 2026-2027	08/07/2026
Hunan-Arfarnu	Hunan-Arfarniad y Ganolfan Drochi, Hydref 1, 2025	03/10/2025
	Hunan-Arfarniad y Ganolfan Drochi, Hydref 2, 2025	12/12/2025
	Hunan-Arfarniad y Ganolfan Drochi, Gwanwyn 1, 2026	13/02/2026
	Hunan-Arfarniad y Ganolfan Drochi, Gwanwyn 2, 2026	27/03/2026

	Hunan-Arfarniad y Ganolfan Drochi, Haf 1, 2026	19/06/2026
	Hunan-Arfarniad y Ganolfan Drochi, Haf 2, 2026	10/07/2026
Datblygiad Staff	Cyfarfodydd Datblygiad Proffesiynol (2025-2026) - Cyfarfodydd Cychwynnol	26/09/2026
	Cyfarfodydd Datblygiad Proffesiynol (2025-2026) - Cyfarfodydd Gwerthuso Interim	06/02/2026
	Cyfarfodydd Datblygiad Proffesiynol (2025-2026) - Cyfarfodydd Gwerthuso Terfynol	09/06/2026
	Cofnod Datblygiad Addysgeg ac Ansawdd Dysgu (Tymor yr Hydref, 2025-2026)	14/11/2025
	Cofnod Datblygiad Addysgeg ac Ansawdd Dysgu (Tymor y Gwanwyn, 2025-2026)	12/03/2026
	Cofnod Datblygiad Addysgeg ac Ansawdd Dysgu (Tymor yr Haf, 2025-2026)	19/06/2026
Holiaduron	Canlyniadau a Dadansoddiad Holiadur Teuluoedd Carfan 7	12/12/2025
	Canlyniadau a Dadansoddiad Holiadur Teuluoedd Carfan 8	03/04/2026
Prospectws	Diweddarau'r Prospectws (Fersiwn 4)	05/06/2026
Marchnata	Marchnata Tymor yr Hydref 1, 2025-2026	03/10/2025
	Marchnata Tymor yr Hydref 2, 2025-2026	21/11/2025
	Marchnata Tymor y Gwanwyn 1, 2025-2026	16/01/2026
	Marchnata Tymor y Gwanwyn 2, 2025-2026	13/02/2026
	Marchnata Tymor yr Haf 1, 2025-2026	24/04/2026
	Marchnata Tymor yr Haf 2, 2025-2026	19/06/2026
Cyfathrebiadau gyda Theuluoedd	Cyfathrebiadau 'Yr Wythnos Dan Ffocws' - Carfan 7	12/12/2025
	Cyfathrebiadau 'Yr Wythnos Dan Ffocws' - Carfan 8	27/03/2026
	Cyfathrebiadau 'Yr Wythnos Dan Ffocws' ar gyfer 'Camu i'r Uwchradd' - Carfan 4	01/05/2026
	Cyfathrebiadau 'Yr Wythnos Dan Ffocws' ar gyfer 'Camu i'r Uwchradd' - Carfan 5	05/06/2026
	Cyfathrebiadau 'Yr Wythnos Dan Ffocws' ar gyfer 'Camu i'r Uwchradd' - Carfan 6	10/07/2026
Polisiâu	Gwiri, Diweddarau ac Adolygu Polisiâu - Tymor yr Hydref, 2025-2026 (1)	11/09/2025
	Gwiri, Diweddarau ac Adolygu Polisiâu - Tymor yr Hydref, 2025-2026 (2)	27/11/2025
	Gwiri, Diweddarau ac Adolygu Polisiâu - Tymor y Gwanwyn, 2025-2026 (1)	06/02/2026
	Gwiri, Diweddarau ac Adolygu Polisiâu - Tymor y Gwanwyn, 2025-2026 (2)	26/03/2026
	Gwiri, Diweddarau ac Adolygu Polisiâu - Tymor yr Haf, 2025-2026 (1)	21/05/2026
	Gwiri, Diweddarau ac Adolygu Polisiâu - Tymor yr Haf, 2025-2026 (2)	09/07/2026
Camu i'r Uwchradd	Dadansoddiad o Effeithiolrwydd Cynllun Camu i'r Uwchradd, 2025-2026	10/06/2026

Monitoring Task		Deadline Date
Cohort 7	Risk Assessments of Educational Visits	18/07/2025
	CEFR Initial Assessment, Cohort 7	11/07/2025
	Monitoring Learners' Language Acquisition Progress (First Audit)	19/09/2025
	Monitoring Learners' Language Acquisition Progress (Revisit 1)	03/10/2025
	Monitoring Learners' Language Acquisition Progress (Revisit 2)	14/10/2025
	Monitoring Learners' Language Acquisition Progress (Revisit 3)	26/11/2025
	Writing Planning Reports Step 2: Transfer to Mainstream Context	28/11/2025
	CEFR End of Stage 1 Assessment, Cohort 7	12/12/2025
Cohort 8	Risk Assessments of Educational Visits	12/12/2025
	CEFR Initial Assessment, Cohort 8	12/12/2025
	Monitoring Learners' Language Acquisition Progress (First Audit)	16/01/2026
	Monitoring Learners' Language Acquisition Progress (Revisit 1)	06/02/2026
	Monitoring Learners' Language Acquisition Progress (Revisit 2)	06/03/2026
	Monitoring Learners' Language Acquisition Progress (Revisit 3)	20/03/2026
	Writing Planning Reports Step 2: Transfer to Mainstream Context	20/03/2026
	CEFR End of Stage 1 Assessment, Cohort 8	20/03/2026
Immersion Centre Development Plan 2025-2026	Presentation to Governors on the Centre's Development Plan, 2025-2026	23/06/2025
	Professional Discussion of the Immersion Centre Development Plan	13/11/2025
	Evaluating Progress of the Centre's Development Priorities Action Plans for 2025-2026 (Autumn Term)	01/12/2025
	Executive Summary of Progress towards the Centre Development Plan, 2025-2026 (Autumn Term)	01/12/2025
	Evaluating Progress of the Centre's Development Priorities Action Plans for 2025-2026 (Spring Term)	20/03/2026
	Executive Summary of Progress towards the Centre Development Plan, 2025-2026 (Spring Term)	20/03/2026
	Evaluating Progress of the Centre's Development Priorities Action Plans for 2025-2026 (Summer Term)	12/06/2026
	Executive Summary of Progress towards the Centre Development Plan, 2025-2026 (Summer Term)	12/06/2026
	Decide on the Immersion Centre Development Priorities for 2026-2027	22/06/2026
	Consultation on the Immersion Centre Development Priorities for 2026-2027	26/06/2026
	Writing Rationales for the Development Priorities of the Immersion Centre for 2026-2027	26/06/2026
	Writing Action Plans for the Centre's Development Priorities for 2026-2027	08/07/2026
	Presentation to Governors on the Centre's Development Plan, 2026-2027	08/07/2026
Self-Evaluation	Immersion Centre Self-Evaluation, Autumn Term 1, 2025	03/10/2025
	Immersion Centre Self-Evaluation, Autumn Term 2, 2025	12/12/2025
	Immersion Centre Self-Evaluation, Spring Term 1, 2026	13/02/2026
	Immersion Centre Self-Evaluation, Spring Term 2, 2026	27/03/2026
	Immersion Centre Self-Evaluation, Summer Term 1, 2026	19/06/2026
	Immersion Centre Self-Evaluation, Summer Term 2, 2026	10/07/2026
Staff Development	Professional Development Meetings (2025-2026) - Initial Meetings	26/09/2026
	Professional Development Meetings (2025-2026) - Interim Evaluation Meetings	06/02/2026

	Professional Development Meetings (2025-2026) - Final Evaluation Meetings	09/06/2026
	Record of Pedagogy Development and Quality of Learning (Autumn Term, 2025-2026)	14/11/2025
	Record of Pedagogy Development and Quality of Learning (Spring Term, 2025-2026)	12/03/2026
	Record of Pedagogy Development and Quality of Learning (Summer Term, 2025-2026)	19/06/2026
Questionnaires	Cohort 7 Family Questionnaire Results and Analysis	12/12/2025
	Cohort 8 Family Questionnaire Results and Analysis	03/04/2026
Prospectus	Prospectus Update (Version 4)	05/06/2026
Marketing	Marketing Autumn Term 1, 2025-2026	03/10/2025
	Marketing Autumn Term 2, 2025-2026	21/11/2025
	Marketing Spring Term 1, 2025-2026	16/01/2026
	Marketing Spring Term 2, 2025-2026	13/02/2026
	Marketing Summer Term 1, 2025-2026	24/04/2026
	Marketing Summer Term 2, 2025-2026	19/06/2026
Communications with Families	Communications 'The Week In Focus' - Cohort 7	12/12/2025
	Communications 'The Week In Focus' - Cohort 8	27/03/2026
	Communications 'The Week In Focus' for 'Step into Secondary' - Cohort 4	01/05/2026
	Communications 'The Week In Focus' for 'Step into Secondary' - Cohort 5	05/06/2026
	Communications 'The Week In Focus' for 'Step into Secondary' - Cohort 6	10/07/2026
Policies	Check, Update and Review Policies - Autumn Term, 2025-2026 (1)	11/09/2025
	Check, Update and Review Policies - Autumn Term, 2025-2026 (2)	27/11/2025
	Check, Update and Review Policies - Spring Term, 2025-2026 (1)	06/02/2026
	Check, Update and Review Policies - Spring Term, 2025-2026 (2)	26/03/2026
	Check, Update and Review Policies - Summer Term, 2025-2026 (1)	21/05/2026
	Check, Update and Review Policies - Summer Term, 2025-2026 (2)	09/07/2026
Step into Secondary	Analysis of the Effectiveness of the Step into Secondary Programme, 2025-2026	10/06/2026