

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

2023-2024

Fersiwn wedi'i Ddiweddarau / *Version Updated: 13/06/2024*



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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, chwilfrydded 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

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Mrs. Carys Soper

Cadeirydd y Corff Llywodraethu

Mr. Huw Coburn

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

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>Objective 1: Learning for life 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>What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.</p>	<p>Objective 2: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.</p> <p>What we will do: 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>Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.</p> <p>What we will do: 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>Objective 4: High-quality teaching and leadership, 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>What we will do: 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>Objective 5: Community-based learning, with strong institutions engaging, integrating and being empowered by their communities.</p> <p>What we will do: 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>Objective 6: Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential.</p> <p>What we will do: 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>
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Hunan-Arfarnu wedi'i Cefnogi gyda'r GCA (Amcanion wedi Gosod gan Cyngor Bwrdeistref Sirol Torfaen) / Supported Self-Evaluation with the EAS (Objectives Set by Torfaen County Borough Council)



Summer 2023	Autumn 2023	Spring 2024	Summer 2024
Learner progress – How do schools track and analyse performance of vulnerable and disadvantaged learners? Is this impacting positively on pupil progress?	Teaching and Learning – challenge, differentiation and expectation that meets the needs of all learners.	Teaching and Learning – how effective is feedback at improving learning? Does teaching and learning encourage learners to reflect on progress being made?	Learner progress – How good is learner progress in LLC (minor) numeracy (major). With a view to looking at digital skills in Autumn 2024.

Blaenoriaethau Datblygu'r Ganolfan Drochi, 2023-2024 / *Immersion Centre Development Priorities, 2023-2024*

Blaenoriaeth Ddatblygiad 1 / *Development Priority 1*

Datblygu Addysgeg Caffael Iaith Ymhellach trwy Ddatblygu Staff, Rhwydweithio a Pheilota Dulliau Arloesol ***Further Develop Language Acquisition Pedagogy through Staff Development, Networking and Piloting Innovative Methods***

Yn gysylltiedig â 3.1. Ehangder, Cydbwysedd a Phriodoldeb y Cwricwlwm, 3.2. Addysgu ac Asesu, a 5.3. Dysgu Proffesiynol (Fframwaith Arolygu Cyffredin, Estyn, 2020)
Linked to 3.1. The Breadth, Balance and Appropriateness of the Curriculum, 3.2. Teaching and Assessment, and 5.3. Professional Learning (Inspection Framework, Estyn, 2020)

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

- Defnyddio dulliau Therapi Lego er mwyn hybu iaith a lles.
- Cynorthwyydd i gymryd cyfrifoldeb dros cynllunio yr ardal chwarae rol er mwyn drilio'r iaith yn well.
- Cynllunio am sesiynau adolygu yn dyddiol ar ddiwedd y dydd
- Datblygu gweithgareddau boreol pwrpasol e.e cwestiwn y dydd, llyfrau lliwio, gemau bwrdd, Therapi Lego, darllen, gemau TGCh, Clwb Clebran Cam 1
- Tric a Chlic- datblygu cyfres o weithgareddau ymarferol, e.e word wall, appiau ar yr iPad, snap, llythrennau ar felcro a.y.b
- Gemau iaith ar QR codes/caneuon a.y.b QR codes.
- Mathemateg pen.
- Datblygu sbardun ar gyfer pob them/ cyflwyno pob thema yn well.
- Datblygu rhwydwaith gyda uned trochi Casnewydd er mwyn gwella'r addysgeg.

Mireinio a Datblygu Ymhellach Systemau Cefnogaeth y Ganolfan trwy ffocysu ar Les, Asesu, a Throsglwyddo Gwybodaeth
Refine and Further Develop the Centre's Support Systems by focusing on Wellbeing, Assessment, and the Transition of Information

Yn gysylltiedig â 2.1. Lles, 3.2. Addysgu ac Asesu, a 4.1. Datblygiad Personol (Fframwaith Arolygu Cyffredin, Estyn, 2020)

Linked to 2.1. Wellbeing, 3.2. Teaching and Assessment, and 4.1. Personal Development (Inspection Framework, Estyn, 2020)

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

- Ymweld gyda'r plant yn eu dosbarthiadau yn eu hysgol cyn dechrau Carreg Lam er mwyn arsylwi ar y plentyn yn y dosbarth. Yna, gwneud sesiwn unigol neu mewn grŵp bach gyda'r plant newydd yn dilyn y sesiwn cychwynnol hon.
- Creu system trafodaeth proffesiynol gyda'r staff y dosbarth cyn iddyn nhw pontio i Garreg Lam er mwyn deall mwy am gryfderau, gwendiadau ac agweddau llesol i ystyried.
- Cwrdd gyda'r rhieni newydd cyn i'r plant dechrau- yn debyg i beth mae'r meithrin newydd gwneud????
- Defnyddio dulliau Therapi Lego er mwyn hybu iaith a lles.
- Gweithgareddau Lles fel rhan o'r gweithgareddau bore.
- Mireinio'r Cofnod Cynnydd er mwyn dangos cynnydd y plant yn gliriach (e.e tracio patrymau sylfaenol ac achlysurol)
- Taflen gwybodaeth i rieni i esbonio gweithdrefnau salwch, gwyliau a threfniadau casglu a.y.b
- Gemau buarth - plant blwyddyn 6 i ddysgu plant Carreg Lam.

Blaenoriaethau Datblygu'r Ganolfan Drochi, 2024-2025 / *Immersion Centre Development Priorities, 2024-2025*

Blaenoriaeth Datblygiad 3 / <i>Development Priority 4</i>	Blaenoriaeth Datblygiad 5 / <i>Development Priority 5</i>
<p>Datblygu Cwrs a Darpariaeth Gloywi Iaith ar gyfer Ymadawyr Cynradd (o Flwyddyn 5 a 6)</p> <p>Develop a Language Polishing Provision and Course for Primary Leavers (from Years 5 and 6)</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, 2025-2026 / *Immersion Centre Development Priorities, 2025-2026*

Blaenoriaeth Datblygiad 6 / <i>Development Priority 6</i>	Blaenoriaeth Datblygiad 7 / <i>Development Priority 7</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 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

Datblygu Addysgeg Caffael Iaith Ymhellach trwy Ddatblygu Staff, Rhwydweithio a Pheilota

Dulliau Arloesol

Further Develop Language Acquisition Pedagogy through Staff Development, Networking and Piloting Innovative Methods

2023-2024

Yn gysylltiedig â 3.1.: Ehangder, Cydbwysedd a Phriodoldeb y Cwricwlwm, 3.2. Addysgu ac Asesu, a 5.3. Dysgu Proffesiynol (Fframwaith Arolygu Cyffredin, Estyn, 2020)

Linked to 3.1. The Breadth, Balance and Appropriateness of the Curriculum, 3.2. Teaching and Assessment, and 5.3. Professional Learning (Inspection Framework, Estyn, 2020)



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?

Fel canolfan drochi iaith Gymraeg sydd newydd ei sefydlu, rydym wedi bod yn gweithio'n galed i sefydlu darpariaeth effeithiol a chynaliadwy trwy gynllunio, hyfforddi a threialu gofalus. Ar ôl treialu ein prosesau gyda'n carfan gyntaf yn Nhymor yr Haf 2022-2023, rydym bellach yn barod i gymryd rhan yn wirioneddol yng nghampau nesaf ein datblygiad. Mae ein nodau allweddol o sicrhau **addysgu a dysgu** effeithiol, a gefnogir gan ein **hamgylchedd dysgu** a feddylir yn ofalus, a chynllunio **cwricwlwm** manwl, yn ein helpu i **gefnogi dysgwyr**. Trwy dreialu a pheilotu addysgeg caffael iaith ymhellach, byddwn yn gallu brolio canolfan addysg drochi arloesol, sy'n seiliedig ar arbenigedd ac yn cyfoethogi'r profiad addysgu a dysgu yn ogystal ag annog rhagoriaeth yn y maes. Byddwn yn sicrhau bod darpariaeth ein canolfan yn addysg drochi cyfoes sy'n addas at y diben ac yn adlewyrchu gofynion y dysgwyr a'r cwricwlwm. Trwy'r targed hwn, rydym yn bwriadu rhwydweithio i sicrhau bod gennym ganlyniadau rhagorol i bob dysgwr sy'n gosod sylfaen gadarn yn yr iaith Gymraeg gan ddatblygu diddordeb gydol oes yn ieithoedd Cymru ac ieithoedd y byd, a thrwy hynny eu gwneud yn ddysgwyr uchelgeisiol, galluog galluog, sy'n barod i ddysgu yn system addysg Cymru yn Torfaen a thrwy gydol eu bywydau.

*As a newly established Welsh language immersion centre, we have been working hard to establish an effective and sustainable provision through careful planning, training and piloting. Having trialled our processes with our first cohort in the Summer Term of 2022-2023, we are now ready to truly engage in the next stages of our development. Our key aims of ensuring effective **teaching and learning**, which is supported by our carefully thought out **learning environment**, and in-depth **curriculum** planning, are helping us to **support learners**. Through further piloting and trialling of language acquisition pedagogy we will be able to boast of 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. We will ensure that the provision of our centre is up-to-date immersion education that is fit for purpose and reflects the requirements of the learners and the curriculum. Through this target, we plan to network to ensure that we have 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.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / Steps to Complete	Meini Prawf Llwyddiant / Success Criteria	Cyfrifoldeb / Responsibility	Adnoddau (Amser ac Arian) / Resources (Money and Time)	Gwerthusiad wedi'i Graddio (Gweler Atodiad 1) / Graded Evaluation (See Appendix 1)		
					Tymor yr Hydref / Autumn Term	Tymor y Gwanwyn / Spring Term	Tymor yr Haf / Summer Term
1. Ensure that Staff Receive the Most Up-to-Date Training for Language Acquisition and are Utilising the Methods Effectively	1.1. Observe lessons in other language immersion units in South East Wales to (a) ensure that methods of language acquisition are being used effectively and (b) that we observe and utilise good practice and pedagogy.	1.1. Teaching staff will observe lessons in other language immersion units in South East Wales. During these observations teaching staff will have noted the variety of language acquisition methods, their effect and any good practice being used. This will support teaching staff pedagogy which will then result in children acquiring the language in an engaging and interactive format. Teaching staff will have begun to develop a confidence to use a variety of methods effectively.	1.1. Carys Soper and Megan Stokes	1.1. Release of Carreg Lam staff.	1.1. All Carreg Lam teaching and leadership staff attended Wrexham's Immersion Centres for professional discussions and observations on 04/12/2023. Local immersion centres at present do not have sufficient numbers to allow us to visit and observe, hence staff travelling to Wrexham. Time has now been allocated in order to implement the strategies that were observed.	1.1. Activities that were observed have now been implemented as part of the morning activities.	1.1. Activities are now included in the morning activities on the programme's planning documents. This is now fully embedded as part of the daily and weekly practice of the centre.
	1.2. Work in partnership with the EAS to create a bespoke training course to support the acquisition of language.	1.2. All Carreg Lam staff will have met to decide the content of the bespoke training course. The training course content will be specific in supporting the acquisition of language using a systematic approach and in line with the 12 week programme. Teaching staff will attend training and new techniques will begin to be implemented throughout the year. Techniques will be evaluated in the 'Llyfr Gwerthuso'. Evaluations will include information regarding the impact of the methods on the engagement of the children and their ability to acquire the language. Work	1.2. Carys Soper & Dr. Matthew Williamson-Dicken	1.2. Release of Carreg Lam Staff	1.2. Elen Roberts EAS came to visit on November 28th to observe how staff facilitate role play for themes 'Y Caffi' ac 'Y Feddygfa'. Positive feedback received. Resources are currently being developed following the visit to enhance the role play. The new resources aim to encourage a wider use of language whilst in the role play area as well as	1.2 Following Elen Roberts visit on November 28th to observe how staff facilitate role play for themes 'Y Caffi' ac 'Y Feddygfa' resources have been created in the form of scripts on PowerPoints, scenario cards, language mats and the role of the Welsh detective. The new resources aim to encourage a wider use of language whilst in the role play area as well as	1.2. Staff continue to use scripts on PowerPoints, scenario cards, language mats and the role of the Welsh detective as part of role play activities. This new structure has allowed staff to also accurately assess and track the children's acquisition of language for the theme 'Y Caffi' and 'Y Feddygfa'. This is because the structure of the activity encourages children to use a variety

		with Elen Roberts (EAS) to formulate further training and support monitoring.			provide children with the opportunity to challenge themselves to use a variety of language patterns. Elen Roberts due to visit January 10th and 18th to evaluate and monitor progress.	provide children with the opportunity to challenge themselves to use a variety of language patterns. Elen Roberts re-visited on January 10 th and feedback suggested that "learners were more focussed during situational role-play opportunities. With the development of further visual prompts for pupils at each role-play station and each situation, learners could focus on language production and pattern repetition to embed language as opposed to thinking about what they needed to do and say." And that "A purposeful opportunity for peer assessment was planned with differentiated success criteria for more able learners (depending on the nature of the cohort)."	of language patterns and vocabulary.
	1.3. Complete Lego therapy Training to develop new and innovative ways to support the acquisition of language by focusing on communication skills.	1.3. Megan Stokes will have completed Lego Therapy Training in the form of E-Learning. Megan Stokes will have had the opportunity to discuss and observe Lego Therapy sessions with members of staff who lead Lego	1.3. Megan Stokes & Carys Soper	1.3. Release of Megan Stokes to prepare resources. Course cost £240 Lego £150	1.3. Lego Therapy modules now purchased. Resources also purchased. Training underway. Observations of Ysgol Panteg staff	1.3. Staff are nearing the completion of Lego therapy training and she is continuing to work closely with staff from Ysgol Panteg. A	1.3. Staff have completed Lego Therapy training. Resources have been organised according to the course recommendations.

		Therapy in Ysgol Panteg. Lego resources will be purchased and organised effectively. Lego therapy will be timetabled to be completed during the morning activities at least twice a week. Lego therapy sessions will give children the opportunity to acquire and develop incidental, instructional and conversational language to support their communication skills.			conducting Lego Therapy sessions have been undertaken.	timetable has also been created ready for full roll out with the 4 th cohort. Time has been allocated during the revision week to organise resources.	Children have received their initial assessments and the 4th cohort has received Lego Therapy sessions with some consistency throughout the 12 week programme.
2. Build a Network of Immersion Centres in South Wales in order to Improve Pedagogy and Provision.	<p>2.1. Staff will fully engage with the EAS immersion network, which includes the immersion centres in South East Wales, to support and improve pedagogy and provision, to share experience, and to work in partnership to provide solutions to common challenges.</p> <p>2.1. Carreg Lam teaching staff will work in partnership with Cerdd Torfaen Music to create bespoke songs which will be carefully designed to support children's acquisition of language.</p> <p>[Changed January 2024]</p>	<p>2.1. Leadership staff would have completed the audit provided by the EAS and meet termly with the immersion network unit to discuss common themes based on the results of the audit. Leadership staff will contribute and work with other language immersion units to provide solutions to common challenges. Carreg Lam will have established an important role in the EAS immersion network.</p> <p>2.1. Carreg Lam teaching staff will use the childrens 'Cofnod Cynnydd' from previous cohorts to identify a set of language patterns, in each theme, which would benefit from the use of music to support children's acquisition of language. These songs will be introduced at the beginning of each week and used as a hook for each theme.</p> <p>[Changed January 2024]</p>	2.1. Carys Soper & Dr. Matthew Williamson-Dicken	<p>2.1. Release of Carys Soper</p> <p>Work with Wayne Beecham of Cerdd Torfaen Music. c.£500.</p>	<p>2.1. Carreg Lam leadership staff completed the audit in time for the EAS immersion network meeting in late November. As part of the Equity and Inclusion Conference staff have completed a case study. National Immersion conference attended in October in Llandrindod Wells and an informal network of South East Wales immersion centres. Visits to Carreg Lam have been undertaken by Newport LA's Immersion Centre and Caerphilly LA's Immersion Centre. Links with local English medium primary settings also established.</p>	<p>2.1. EAS immersion network has not been as successful as hoped. However, we've linked closely with the EAS through Elen Roberts in order to gain feedback on pedagogy and strategies specifically with regards to role play. Carys Soper presented to the EAS and LA as part of the Ysgol Panteg SDP professional discussion.</p> <p>Carreg Lam teaching staff have used the childrens 'Cofnod Cynnydd' from previous cohorts to identify a set of language patterns, in each theme, which would benefit from the use of music to support children's acquisition of language. These language patterns have been shared with Cerdd</p>	<p>2.1. The songs that have been written by Cerdd Torfaen Music (6 in total) have been used at the beginning of each theme as a hook. The children continue to respond with enthusiasm and they have all engaged successfully with the language used in each song. Sessions with Cerdd Torfaen Music have also been greeted with excitement each week.</p>

						Torfaen Music and songs for our first 3 themes (Wythnos Rhagarweiniol, Y Parc and Y Caffi have been created) . The children have responded with enthusiasm and they have all engaged successfully with the language used in each song.	
	2.2. Form close links with local immersion units in order to share good practice. Especially with ones focused on the Primary Phase. Share resources and planning to aid each other.	2.2. We will have formed close links with local immersion units who are in the primary phase. Leadership staff will be using the EAS immersion network to identify immersion units who are experiencing similar challenges. Carreg Lam will provide opportunities for visits and Carreg Lam staff will welcome opportunities to visit and discuss with other immersion units.	2.2. Carys Soper Dr. Matthew Williamson-Dicken	2.2. Release of Carreg Lam staff Megan Stokes and Carys Soper	2.2. Visits to Carreg Lam have been undertaken by Newport LA's Immersion Centre and Caerphilly LA's Immersion Centre. Links with local English medium primary settings also established. Resources shared between these resources. Rhondda Cynon Taf and Carreg Lam have shared resources. Local immersion centres at present do not have sufficient numbers to allow us to visit and observe, hence staff travelling to Wrexham. Time has now been allocated in order to implement the strategies that were observed.	2.2. All staff from the RCT immersion centre attended a second visit to Carreg Lam in early January. Following their visit , their leadership staff and teaching staff have now begun creating similar resources and activities, which they saw during their visit of Carreg Lam. They have also began implementing drilling strategies which were observed to enhance their own pedagogy. Carreg Lam staff attend the National Conference for Immersion Centres in collaboration with the other local units. Due to lack of pupils in some local settings, we have formed a link with Wrexham and visited (prior to Christmas). Good practice observed	2.2. Close links have been developed between Heads of Immersion Units. Carreg Lam staff attend the National Conference for Immersion Centres in collaboration with the other local units.

						has now been adapted for Carreg Lam's setting.	
<p>3. Trial and Research a Variety of Language Acquisition Strategies in order to Enhance Children's Experience and the Rate of Acquisition</p>	<p>3.1. Provide rich language experiences by immersing children in the local community and by providing Welsh language opportunities beyond the immersion centre through educational visits which are designed to reinforce the language through tangible experiences.</p>	<p>3.1. Each cohort of children will have attended 6 educational visits during the 12 week programme. The educational visits will link directly with the weekly theme. Educational visits will be providing opportunities for children to reinforce the language that is being introduced. Following educational visits, children will be able to use key language during formal activities. This will be demonstrated in the children's 'Cofnod Cynnydd' as 'Developing' for the majority of children. Children will be able to recall language used during these educational visits during revision weeks.</p>	<p>3.1. Carys Soper</p>	<p>3.1. £1650 for transport and £200 for trips to Hollywood bowl and the cafe.</p>	<p>3.1. In total each cohort in Carreg Lam attends 7 trips which provides them with opportunities beyond the immersion centre, to reinforce the language which has been introduced for that theme. This is especially true for trips such as visiting the park and St Ffagan. Evidence of this impact can be seen in their 'Dyfodol Disglair' books. Each trip is met with excitement and enthusiasm and this provides a purpose for the language being taught that week. As a result children have a better understanding moving into the end of the week. These trips have been applauded by the EAS and the LA as methods of engaging learners in Welsh language experiences beyond the classroom.</p>	<p>3.1. Children continue to enjoy educational visits and impact is continuing to be demonstrated in the children's 'Dyfodol Disglair' books. We have now begun developing the hooks and materials (including educational visits for 'Camu i'r Uwchradd').</p>	<p>3.1. Families communicate the positive impact of the educational visits during progress and wellbeing meetings. They express how their children now enjoy using the language in different environments. This is now fully embedded as part of the daily and weekly practice of the centre.</p>
	<p>3.2. Research and trial the acquisition of language for Year 5 and 6 children by developing a fortnightly programme which will target children's grammar and</p>	<p>3.2. Carreg Lam staff will have identified and visited an immersion unit who provide 'Gloywi' programmes for children in the primary phase. Carys Soper will have begun to research and collate resources to</p>	<p>3.2. Carys Soper & Dr. Matthew Williamson-Dicken</p>	<p>3.2. Release of Carys Soper and Matthew Williamson -Dicken.</p>	<p>3.2. A partnership has been made with the language immersion unit in Wrexham. Best practice has been shared. Initial planning has been</p>	<p>3.2. A draft of Unit 3 for the Camu i'r Uwchradd (Ymson Capel Celyn) has been created and resources are complete. Carys Soper has worked</p>	<p>3.2. Unit 3 of the 'Cam i'r Uwchradd' programme has been adapted and a second pilot of unit 3 has been arranged for the end of July. Adaptations</p>

	support their transition into secondary education.	support a fortnightly programme. Carys Soper will have trialled elements of the developing programme within main-stream settings.		Travelling expenses (petrol and accommodation)	devised with units of work to be trialled over the next term then refined for full roll out in 2024-2025.	closely with staff from Progress Step 3 in Ysgol Panteg to ensure that the pilot is able to provide accurate and useful feedback. The Pilot has been completed and now adaptations to the units of work are underway.	to the unit of work were mad following discussions with the Progress Step 3 lead. Further adaptations to Unit 3 will be made following the end of the academic year ready for roll out in summer 2025. A pilot for Unit 1 of 'Camu i'r Uwchradd' has also been scheduled for the middle of December.
	3.3. Develop a 'hook' for themes within the 12 week programme in order to ignite children's interest for learning and to provide purpose for the language which will be acquired.	3.3. Teaching staff will have begun implementing simple 'hooks' for themes which do not contain an educational visit. These hooks will be used on the first morning of the new theme. The 'hooks' will be visual and engaging and ignite children's interest. Children will have a better understanding of the purpose of the language being taught. Children will be able to recall the theme each week following the initial hook.	3.3. Carys Soper & Megan Stokes	3.3. Money for potential 'hook' resources.	3.3. In total each cohort in Carreg Lam attends 7 trips which provides them with opportunities beyond the immersion centre, to reinforce the language which has been introduced for that theme. This is especially true for trips such as visiting the park and St Ffagan. Evidence of this impact can be seen in their 'Dyfodol Disglair' books. Each trip is met with excitement and enthusiasm and this provides a purpose for the language being taught that week. As a result children have a better understanding moving into the end of the week. These trips have been applauded by the EAS and the LA as	3.3 A PowerPoint has been created to introduce each of the 10 themes. These PowerPoints contain information about what the children will be learning about that week, including any exciting activities such as trips and cooking. This has had a positive impact on the children's excitement moving into the week as well as their engagement and understanding. After identifying that the programme would benefit from a 'hook' at the beginning of Unit 4 Y Feddygfa, Unit 6 - Y Synhwyrau a'r tymhorau ac Unit 10 - Anifeiliaid y Byd. Resources have	3.3. PowerPoints continue to be used to introduce each theme. There continues to be a positive impact on the children's excitement moving into the week as well as their engagement and understanding of the language being introduced. All 3 hooks were used during the 4th cohort of Carreg Lam to introduce the themes Y Feddygfa, Synhwyrau a'r a Tymhorau as well as Anifeiliaid y Byd. Carreg Lam teaching staff have continued to use the songs written by Cerdd Torfaen Musicas a hook for each theme.

					<p>methods of engaging learners in Welsh language experiences beyond the classroom.</p> <p>It has been identified that the programme would benefit from a 'hook' at the beginning of Unit 4 Y Feddygfa, Unit 6 - Y Synhwyrâu a'r tymhorau ac Unit 10 - Anifeiliaid y Byd.</p>	<p>been purchased to create the following.</p> <p><u>Y Feddygfa</u> – Using x ray images, black sheets and LED lights, a giant x ray machine will be created. The hook will be ready for use with cohort 4.</p> <p><u>Synhwyrâu a'r Tymhorau</u>- Clues will be hidden in balloons and children must pop the balloons in order to reveal the 5 senses that they will use during the weeks activities. The hook will be ready for use with cohort 4.</p> <p><u>Anifeiliaid y byd</u> – Animal ears were placed on the children's locker ready for when they arrived on the Monday morning. Children responded with excitement and they were full of curiosity. The children were also able to identify what the theme of the week was.</p> <p>Carreg Lam teaching staff have worked in partnership with Cerdd Torfaen Music to create 3, so far, bespoke songs</p>	
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						for each theme. These songs have been introduced at the beginning of each week and used as a hook for each theme.	
	3.4. Introduce and develop morning activities which aim to reinforce and embed the language which was acquired the previous week.	3.4. Morning activities will be included in the weekly planning. There will be a variety of activities which provide opportunities for children to reconnect with the theme and/or language of the previous week. Activities will include 1 themed activity which relates to the previous week. Children will use key words and phrases whilst engaging with the activity with the support and encouragement from staff where necessary. Children will be rewarded on Class Dojo for engaging with the morning activity.	3.4. Carys Soper & Megan Stokes	3.4. Use of revision week to continuously improve and develop.	3.4. Morning activities, which are designed to reinforce and embed the language which has been acquired the previous week, have been introduced. The morning activities which have had the most impact include role play resources for the 'Y Caffi' and 'Y Feddygfa'. Board games and carefully designed colouring book has also been introduced and this has encouraged the use of familiar words and phrases amongst the children. Children use key words and phrases naturally. We have also introduced 'Question of the week' and children are motivated by the opportunity to win dojo points should they ask the 'Question of the week' to a friend. This is especially true for our	3.4. Additional activities, that were observed in Wrexham, have now been implemented as part of the morning activities. Some activities are also included in Cam 2 of the programme. This includes the game Dobble, for each theme, as well as Tric a Chlic games that have been created on Word Wall. Children continue to use key words and phrases naturally.	3.4. Activities have been further developed and refined. This includes making changes to some wellbeing activities to encourage further engagement from the children. Numeracy activities have also been included in the morning activities. These are visible on the planning documents. Most resources have been created and others are currently being created. These numeracy activities will provide children with the opportunity to continue to engage and practise their numeracy skills.

					shy children. After our visit to Wrexham (04/12/2023), a number of activities were observed, these resources will be introduced in the Spring Term.		
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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>
<ul style="list-style-type: none"> Torfaen Education Scrutiny visited Carreg Lam in HT1 to report on progress to the council. Consistent numbers attending Carreg Lam (approx 9 per cohort). 	<ul style="list-style-type: none"> Consistent numbers attending Carreg Lam (approx 9 per cohort). 	<ul style="list-style-type: none"> Consistent numbers attending Carreg Lam (approx 9 per cohort).

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

Mireinio a Datblygu Ymhellach Systemau Cefnogaeth y Ganolfan trwy ffocysu ar Les, Asesu, a Throsglwyddo Gwybodaeth

Refine and Further Develop the Centre's Support Systems by focusing on Wellbeing, Assessment, and the Transition of Information

2023-2024

Yn gysylltiedig â 2.1. Lles, 3.2. Addysgu ac Asesu, a 4.1. Datblygiad Personol
(Fframwaith Arolygu Cyffredin, Estyn, 2020)

*Linked to 2.1. Wellbeing, 3.2. Teaching and Assessment, and 4.1. Personal Development
(Inspection Framework, Estyn, 2020)*



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?

Fel canolfan drochi iaith Gymraeg sydd newydd ei sefydlu, rydym wedi bod yn gweithio'n galed i sefydlu darpariaeth effeithiol a chynaliadwy trwy gynllunio, hyfforddi a threialu gofalus. Ar ôl treialu ein prosesau gyda'n carfan gyntaf yn Nhymor yr Haf 2022-2023, rydym bellach yn barod i gymryd rhan yn wirioneddol yng nghymau nesaf ein datblygiad. Mae ein nodau allweddol o sicrhau **addysgu a dysgu** effeithiol, a gefnogir gan ein **hamgylchedd dysgu** a feddylir yn ofalus, a chynllunio **cwricwlwm** manwl, yn ein helpu i **gefnogi dysgwyr**. Bydd y targed hwn yn ein helpu i wella ein darpariaeth fel ein bod yn ganolfan addysg drochi sy'n cynnig darpariaeth fugeiliol ragorol sy'n rhoi anghenion y dysgwr yn y ganolog. Mae hyn yn golygu y byddwn yn system addysg drochi sy'n sicrhau mynediad at gymorth a chefnogaeth o ansawdd uchel sydd wedi'i ddylunio o amgylch y dysgwr, a system addysg drochi sy'n gweithio mewn partneriaeth â'r ysgolion i sicrhau cymorth a chefnogaeth briodol i'r dysgwr a'i deuluoedd.

*As a newly established Welsh language immersion centre, we have been working hard to establish an effective and sustainable provision through careful planning, training and piloting. Having trialled our processes with our first cohort in the Summer Term of 2022-2023, we are now ready to truly engage in the next stages of our development. Our key aims of ensuring effective **teaching and learning**, which is supported by our carefully thought out **learning environment**, and in-depth **curriculum** planning, are helping us to **support learners**. This target will help us to improve our provision so that we are an immersion education centre that offers excellent pastoral provision putting the learner's needs at the centre. This means we will have an immersion education system that ensures access to high quality help and support that is designed around the learner, and an immersion education system that works in partnership with the schools to ensure appropriate help and support for the learner and their families.*

Is-Darged / Sub-Target	Camau i'w Cyrraedd / <i>Steps to Complete</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>	Tymor yr Haf / <i>Summer Term</i>
1. Further Develop Wellbeing Provision within the Immersion Centre to Support Children's Transition, Sustaining of Friendships and Settling in to the Programme	1.1. Complete Lego Therapy Training in order to support the children's transition into the language immersion unit each morning. Lego Therapy will enhance the children's ability to communicate their thoughts and feelings as well as allow for the development of sustainable friendships for the duration of the programme.	1.1. Megan Stokes will have completed Lego Therapy Training in the form of E-Learning. Megan Stokes will have had the opportunity to discuss and observe Lego Therapy sessions with members of staff who lead Lego Therapy in Ysgol Panteg. Lego resources will be purchased and organised effectively. Lego therapy will be timetabled to be completed during the morning activities at least twice a week. Lego therapy sessions will give children the opportunity to acquire and develop vocabulary which will allow them to communicate their thoughts and feelings simply. Children will develop a greater understanding of social cues whilst interacting with each other. Children will be engaged and enjoy Lego Therapy sessions. Children will look forward to these sessions when they come into the centre. The children will be able to settle effectively each morning.	1.1. Megan Stokes	1.1. Release of Megan Stokes to prepare resources. Course Cost £240 Lego £150	1.1. Lego Therapy modules now purchased. Resources also purchased. Training underway. Observations of Ysgol Panteg staff conducting Lego Therapy sessions have been undertaken.	1.1. Staff are nearing the completion of Lego therapy training and they are continuing to work closely with staff from Ysgol Panteg. A timetable has also been created ready for full roll out with the 4 th cohort. Time has been allocated during the revision week to organise resources.	1.1. Staff have completed Lego Therapy training. Resources have been organised according to the course recommendations. Children have received their initial assessments and the 4th cohort has received Lego Therapy sessions with some consistency throughout the 12 week programme.
	1.2. Further develop Wellbeing Activities in the children's morning activities to support and encourage meaningful interactions between the children and between children and staff. In turn, this will nurture the children's ability to develop friendships and help them	1.2. Wellbeing themes and activities will be included in the planning. One activity will be dedicated to wellbeing and it will be accessible to all children. Staff will encourage children to engage in this activity. Children will be rewarded on Class Dojo for engaging with the morning activity.	1.2. Carys Soper & Megan Stokes	1.2. Use of revision week to continuously improve and develop.	1.2. Wellbeing activities have been created. The children are encouraged to think about themselves during these activities. The most popular wellbeing activities include 'How are you?' and 'I can and I can't yet' as well as 'Do	1.2. Lego therapy is in development and will be introduced as part of our morning wellbeing activities. Children continue to engage, with encouragement, and the incentive to win Dojo points. Additional activities, that were	1.2. Lego Therapy has been introduced into the morning activities. Morning activities have been evaluated and changed to encourage participation. Children express excitement and look forward to these sessions each week.

	settle into the programme.				you like?' Most children will engage with the wellbeing activities.	observed in Wrexham, have now been implemented as part of the morning activities. Some activities are also included in Cam 2 of the programme. This includes the game Dobble, for each theme, as well as Tric a Chlic games that have been created on Word Wall. Children continue to use key words and phrases naturally.	
2. Further Improve and Adapt Assessment Procedures following Our Assessment Procedures Pilot in 2022-2023.	2.1. All teaching and support staff will be involved in the tracking of children's linguistic development to improve the accuracy of assessments. This will improve the quality of these assessments and allow for effective communication of the children's progress to the children's teaching staff, and the children's families.	2.1. Carys Soper and Megan Stokes will meet each week to discuss the children's progress. Children's books will be used during the discussion as well as the 'Llyfr Gwerthuso'. Children's progress will be tracked weekly using the 'Cofnod Cynnydd'. The children's 'Cofnod Cynnydd' will be shared with both the children's teaching staff at their host school as well as the children's families.	2.1. Carys Soper & Megan Stokes	2.1. Use of weekly meetings.	2.1. All staff have been actively involved in tracking of children's linguistic development for the duration of cohort 2. This happens every Thursday/Friday and the children's books are used to inform our assessment. All staff are developing a good understanding of how we assess children's language skills. The tracking document has been further developed to include an assessment of understanding and an assessment of the children's use of the language.	2.1. All staff continue to be involved in tracking of children's linguistic development for the duration of cohort 3. Now that the language introduced has been reviewed the 'Cofnod Cynnydd' accurately reflects the children's acquisition of language.	2.1. All staff continue to be involved in the tracking of children's linguistic development for the duration of cohort 4. Now that the language introduced has been reviewed the 'Cofnod Cynnydd' continues to accurately reflect the children's acquisition of language.
	2.2. Children will be provided with regular opportunities to	2.2. Children will be given the opportunity to and encouraged to	2.2. Carys Soper & Megan Stokes	2.2. Development of Materials	2.2. All children are given several opportunities	2.2. Children continue to be given several	2.2. Children continue to be given several

	<p>discuss formal and structured activities with staff in order to demonstrate their acquisition of the language for that particular topic. For example, during an interactive activity, a game, a formal task or following an educational visit. This will be recorded word for word in their 'Llyfrau Dyfodol Disglair' or 'Llyfr Cynnydd a Phrofiadau'.</p>	<p>demonstrate their acquisition of the language for each topic/theme. This opportunity will be given during a variety of formal and informal tasks. Staff will record the children's language word for word and this will be recorded in their 'Llyfrau Dyfodol Disglair' or 'Llyfr Cynnydd a Phrofiadau'. This will be shared with families and teachers during progress and wellbeing meetings and they will inform assessments.</p>		(£300)	<p>each week to demonstrate their acquisition of language for that particular set of vocabulary. This is recorded in their books regularly. This is helping staff understand how well the children have acquired the language following the initial group drilling sessions. This is also informing staff assessments. At the end of Step 1 of the programme, an individual transition plan is created for each child based upon the information gathered over the 12 weeks.</p>	<p>opportunities each week to demonstrate their acquisition of language for that particular set of vocabulary. This is recorded in their books regularly. These examples of language acquisition are shared with families and teachers during progress and wellbeing meetings and this has allowed parents. Teachers and parents have responded positively to this.</p>	<p>opportunities each week to demonstrate their acquisition of language for that particular set of vocabulary. This has been continued and is now fully embedded and it is an integral part of the daily and weekly practice of the centre.</p>
	<p>2.3. The children's 'Cofnod Cynnydd' will include information regarding the children's understanding of the language in addition to information regarding their acquisition and use of language. Previously, we have been recording information regarding their ability to use the language confidently. However, our systems need to develop to ensure that we are assessing this additional step.</p>	<p>2.3. The 'Cofnod Cynnydd' will be adapted so that it enables staff to differentiate between the children's use of the language orally (and/or written) in addition to understanding the vocabulary. This will support the tracking of progress to be more forensic in its approach thereby supporting staff to make more adjustments and hone provision for each child.</p>	<p>2.3. Carys Soper & Dr. Matthew Williamson Dicken</p>	<p>2.3. Development of the assessment tool, piloting and monitoring. (£500)</p>	<p>2.3. Every child's 'Cofnod Cynnydd' now includes information regarding the children's understanding of the language and all assessments are up to date. Assessments are now demonstrating an accurate reflection of how the children's language is developing. Progress is now reflected clearly in the Cofnod Cynnydd.</p>	<p>2.3. This has been continued and is now fully embedded as part of the daily and weekly practice of the centre.</p>	<p>2.3. This has been continued and is now fully embedded as part of the daily and weekly practice of the centre.</p>
<p>3. Embed Family Support Sessions and Training for</p>	<p>3.1. Teaching staff, from the children's main-stream school, will be offered the</p>	<p>3.1. Teaching staff who will be accepting pupils into main-stream setting will attend a session at Carreg</p>	<p>3.1. Carys Soper</p>	<p>3.1. Release of staff to attend. 1:1 time of</p>	<p>3.1. During the children's first transition day back to their host school the</p>	<p>3.1. All teaching and support staff at Ysgol Panteg, and staff from</p>	<p>3.1. Teaching staff who will be accepting pupils into main-stream</p>

<p>Main-Stream Teachers. Further Develop Planning and Reporting Procedures for Transition to Main-Stream Settings.</p>	<p>opportunity to visit Carreg Lam to observe the child/children before the end of the 12 week programme. This will provide the teacher with an overview of the child's ability to understand, process and use new language. It will also provide an overview of strategies which work well for the child/children.</p>	<p>Lam where children are present to observe and discover the programme at work. They will also take part in the teaching in order to hone language games skills and drilling methods.</p>		<p>teacher with Carys Soper (3 x £200).</p>	<p>staff were invited to observe the child/children before the end of the 12 weeks programme. Staff reacted positively to this invite. A language development booklet (for training) has been developed for both teachers and family. This has been shared in progress meetings and in transition meetings and transition packs. Graduation ceremony held and attended by main-stream staff.</p>	<p>Ysgol Gymraeg Cwmbran, have attended a session at Carreg Lam in order to understand more about children's ability as well as strategies and drilling methods that work well with the children. All staff will be invited to observe the child/children before the end of the 12 week programme.</p>	<p>settings continue to be invited to attend a session at Carreg Lam, where children are present, to observe and discover the programme at work. They will observe games skills and drilling methods. They will also understand more about children's ability as well as strategies and drilling methods that work well with the children.</p>
	<p>3.2. Training Session and Overview Pack to be Developed to Provide Main-Stream Teachers with the knowledge and strategies to effectively continue the language acquisition. Open this training for teaching assistants who may provide intervention support to the child in mainstream settings.</p>	<p>3.2. Carys Soper and Dr. Matthew Williamson-Dicken will formulate a programme of training for main-stream teachers who will be accepting pupils from Carreg Lam. This will highlight the methods and strategies used in the immersion centre and will provide an understanding of the principles of language immersion. It will also be an opportunity to support staff who will be completing intervention work with these children to understand the individual targets set for their learners and how to best support them in their immersion journey.</p>	<p>3.2. Carys Soper & Dr. Matthew Williamson-Dicken</p>	<p>3.2. Development of a training pack and training session. Release of Carys Soper and Dr. Matthew Williamson-Dicken (£400).</p>	<p>3.2. Beginning stages have been started. Release of main-stream teachers from schools has proved difficult this term. Therefore, individual transition meetings were held in its place.</p>	<p>3.2. Discussions between Carys Soper and Dr. Matthew Williamson-Dicken have taken place in order to identify the content of the overview pack for mainstream teachers.</p> <p>Discussions regarding possible content included details of each theme, the language introduced, educational visits, an example of a daily time table. For example reading and wellbeing sessions, Lego Therapy, Tric a Chlic phonics, singing sessions). Other</p>	<p>3.2. A bilingual overview sheet has been developed. This overview sheet contains an overview of the purpose of Carreg Lam, how the programme operates, how we communicate with families and examples of additional support we offer including singing session switch Cerdd Toraen Music, Tric a Chlic, Lego Therapy, This oversheet will be included in an overview pack which will be presented to families who are considering Carreg Lam. The content of the overview pack will</p>

						<p>suggestions included how staff communicate with families. For example, Yr Wythnos Dan Ffocws, Adroddiad ar Gynydd, Class Dojo, Progress and Wellbeing meetings, transition meetings and Graduation Ceremony..</p> <p>All teaching and support staff at Ysgol Panteg, and staff from Ysgol Gymraeg Cwmbran, have attended a session at Carreg Lam in order to understand more about children's ability as well as strategies and drilling methods that work well with the children.</p> <p>Support packs developed from resources to go with children's individual reports to support transition.</p>	<p>include:</p> <ol style="list-style-type: none"> 1. Prospectus 2. Bilingualism in action leaflet 3. Overview sheet 4. QR code to our online application form 5. Carreg Lam leaflet
	3.3. Survey Staff in Main-Stream Settings to gage feedback regarding Individual Language Acquisition Plans provided to	3.3. Carys Soper will have spoken to staff to gage the appropriateness of information and the level of information provided in our end of initial 12 week immersion plans. A survey in the form	3.3. Carys Soper & Dr. Matthew Williamson Dicken	3.3. PPA Time	3.3. Case study developed with Ysgol Gymraeg Cwmbran to look at transition positives and the impact	3.3. Planning and transition has been adapted in order to fulfil needs of teachers better after discussion.	3.3. Feedback from staff regarding transition to and from Carreg Lam has been positive. Following discussions with staff a

	<p>children, schools and families in the Summer Term of 2022-2023. Further develop Individual Language Acquisition Plans for each pupil leaving Carreg Lam based on feedback from schools.</p>	<p>of a questionnaire will be formulated in order to pin point development points to ensure that the Individual Language Acquisition Plans are effective in supporting transition to main-stream settings.</p>			<p>on children.</p> <p>Survey has shown that (1) 100% of teachers have found that the transition plans are helpful. With 80% stating that they are extremely helpful. Qualitatively, data shows that staff value the comprehensive nature of the plans and the communication between Carreg Lam and the main-stream setting. (2) The transition planning has allowed children to transition successfully into the class socially. 100% of teachers stated that, socially, the children had transitioned well. 60% stated that they had transitioned socially extremely well. (3) The transition planning has allowed children to transition successfully into the class academically on the whole.. 60% of teachers stated that, academically, the children had transitioned well and were at the expected level. Qualitatively, data shows that children's intervention programmes post transition are key</p>	<p>Peripatetic support continuing for children. Individual Language Acquisitions Plans have been very successful in providing teachers with the next steps for pupils. Enhanced transition for some pupils has been enacted as a result.</p>	<p>new process has been implemented in order to successfully transition children into Carreg Lam. Previously staff have been uncertain about the best approach. This new process will be adaptable according to the child's individual need.</p> <p>The process:</p> <ol style="list-style-type: none"> 1. Teaching staff identify a child that may benefit from attending Carreg Lam 2. Teaching staff meet with the families and provide them with an overview pack. 3. Teaching staff and Carreg Lam staff arrange a taster session for the child to attend. 4. A joint decision between Carreg Lam staff, Teaching staff, the child and their families will determine if Carreg Lam will be beneficial to the child's development.
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					and that staffing those have been challenging.		
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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>
<ul style="list-style-type: none"> Case Study developed for transition and shared with media and on Torfaen's website. 	<ul style="list-style-type: none"> Carreg Lam will be featured in the Torfaen Talks newspaper that will go to every household in the borough. 	<ul style="list-style-type: none"> Next term, we need to look at creating regular case studies to be released to the press and on social media channels.

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