

# Learning and Teaching Policy

Ysgol Gynradd Groes-wen Primary School

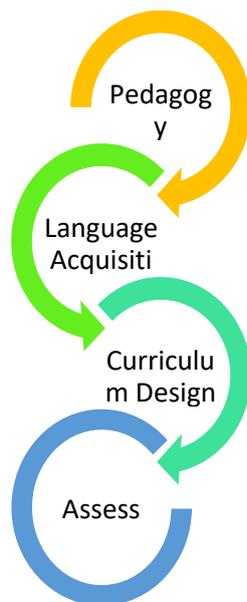
2025 - 2026



# Learning and Teaching Policy

In establishing Ysgol Newydd we have based our pedagogical and curriculum policies and procedures on the Groes-wen chain;

## Cadwyn Groes-wen:



In all aspects of the School's life, the pedagogy will be guided by the importance of language acquisition and to this end the School will have a clear focus on;



### **Language Acquisition:**

Importance Learning sequence in the linguistic patterns including phonics work, spelling patterns, verb run, various syntaxes etc. This will be a focus in all Areas of Learning and Experience.

### **Adapting the Learning:**

Carrying out collaborative research with the South Central Consortium, the School will focus on scaffolding activities correctly to ensure that all pupils receive an appropriate challenge.

### **Oracy:**

In our school, oral activities will be key to the success of all pupils so in all Areas of Learning and Experience, the School will expect to see oral activities.

### **Dual Language:**

As a School that includes a 50/50 Dual language stream of Welsh and English, it is important when introducing the pedagogy that we explain the model the School will follow (Appendix 1).

### **Children's Rights:**

Children's rights are an integral part of the School's activities, vision and procedures. Certainly in considering the articles, the policy focuses on:

### **Article 3**

All organizations involved in children should always do what is best for each child

### **Article 6**

You have the right to life and to grow to be healthy.

### **Article 7**

Your right to name and nationality.

### **Article 12**

Your right to say what should happen and for someone to listen to you

### **Article 15**

Your right to meet friends and join groups and clubs.

### **Article 23**

Your right to special care and support if you are disabled so that you can live a full and independent life.

### **Article 28**

Your right to learn and go to school.

### **Article 29**

Your right to be the best you can be.

### **Article 30**

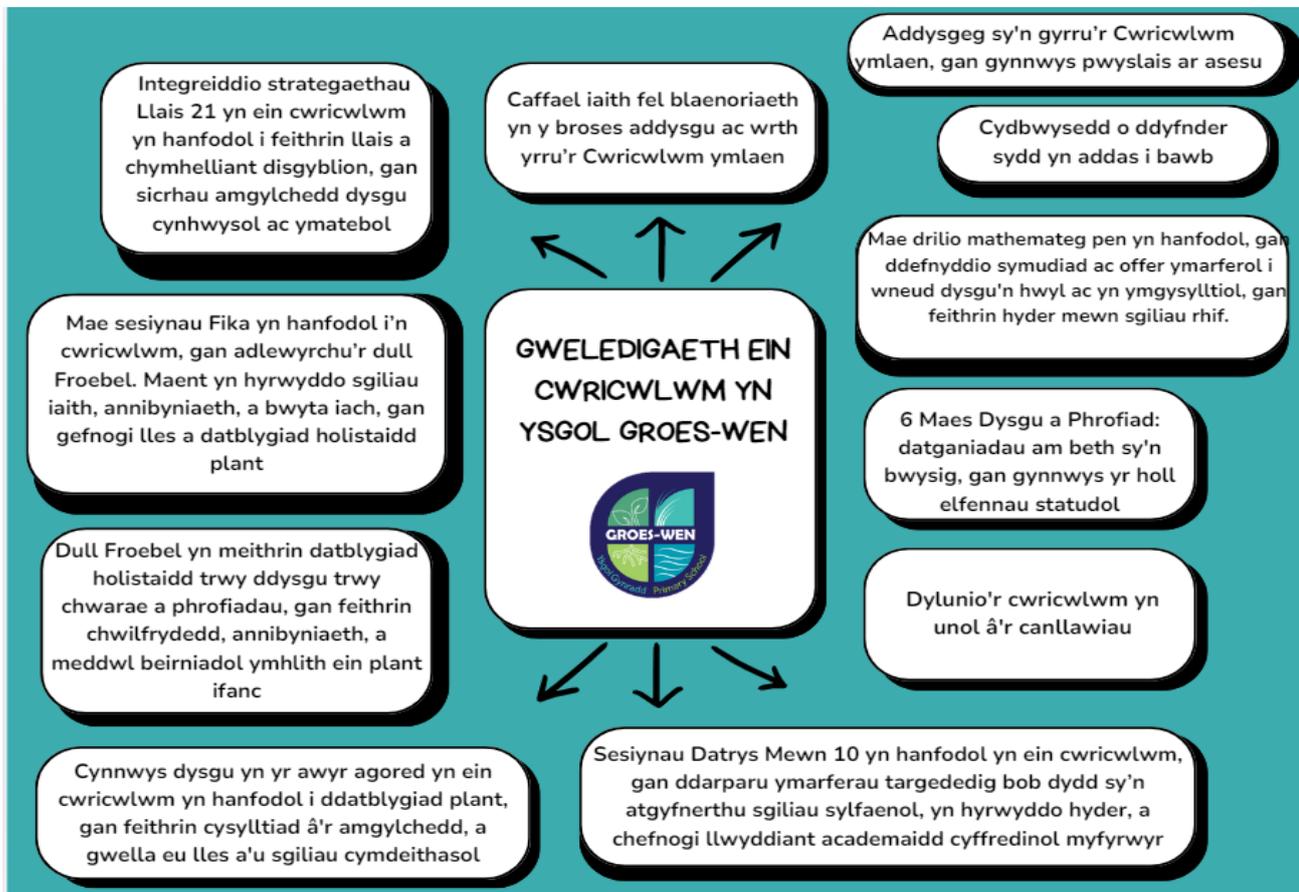
Your right to use your own language.

## The aim of the Policy:

This policy aims to highlight the principles of excellent learning and teaching in line with Curriculum for Wales, with an emphasis on rich and meaningful experiences that promote inclusive learning for all, including pupils with Additional Learning Needs. The policy supports continuous improvement and works with the School's other policies to ensure that pupils benefit from the highest quality cross-curricular and practical education.

For our younger pupils, it is essential to build life skills by combining traditional approaches with our Froebel trial, which focuses on learning through play, exploration, and hands-on experiences, especially in the great outdoors. Outdoor learning helps to develop social, physical and emotional skills, providing opportunities for the children to explore their environment and take part in light and experiential activities that build confidence and self-competence.

## Curriculum Strategy and Pedagogy Ysgol Gynradd Groes-wen Primary School:



## Vision:



**Gweledigaeth Ysgol Groes-wen:** Gyda'n gilydd yn gryfach, bydd Ysgol Groes-wen yn sefydlu cymuned ysbrydoledig, cynnes a chroesawgar sydd yn dathlu Cymreictod gan ddatblygu amgylchedd cynhwysol a chynaliadwy. Bydd ein plant yn datblygu fel unigolion creadigol, hyderus, egwyddorol, uchelgeisiol ac ieithyddion mentrus!

**Groes-wen's School vision:** *Together stronger, Ysgol Groes-wen will establish an inspiring, warm and welcoming community that celebrates Welshness while developing an inclusive and sustainable environment. Our children will develop as creative, confident, principled, ambitious individuals and enterprising linguists!*



**Gweledigaeth Cwriwclwm Ysgol Groes-wen:** Yn Ysgol Groes-wen cerddwn law yn llaw ar ein taith. Datblygw'n unigolion sy'n teimlo balchder at eu Cymreictod, dinasyddion sy'n perthyn a chydweithio, dysgwyr chwilfrydig a chynhwysfawr ac yn gyfranwyr hyderus sy'n barod i fentro.

**Ysgol Groes-wen Curriculum Vision:** *At Ysgol Groes-wen we'll walk hand in hand on our journey. We develop individuals that feel pride in their heritage, citizens that feel they belong and are collaborative, enthusiastic and extensive learners and that are confident contributors that are ready to venture.*

## 4 Purposes:

Within the school curriculum, the four purposes of Curriculum for Wales are incorporated to ensure that all pupils develop successfully in:

- \*ambitious, capable learners
- \*enterprising and creative contributors
- \*principled and informed citizens
- \*healthy, confident individuals

To achieve this, pupils at Ysgol Gynradd Groes-wen are provided with a wide range of learning experiences to boost their learning, creativity, growth, and personal development through various activities in our curriculum. We want the pupils to grow into confident learners and responsible citizens, who are able to work independently and collaborate effectively with each other. The Froebel approach also plays an important role in this, fostering independence, curiosity, and connection to the underlying environment in the school.

## Outstanding Teaching Characteristics of Ysgol Gynradd Groes-wen Primary School:

An excellent teacher inspires pupils to ensure they are making appropriate, and sometimes beyond expected progress in lessons. He is willing to take risks in planning, but flexible to the needs and response of all pupils. It is also important to incorporate movement into the

lessons, giving pupils the opportunity to consider their external environment and act in accordance with environmental policy. Scaffolding is a natural part of the learning process, supporting development and curiosity.

In general, staff are expected to follow the list below:

- **High expectations:** Everyone has a responsibility to set high standards in their work.
- **Focus on Oracy:** There is an emphasis on the need to develop oracy in all Areas of Learning and Experience, using rich approaches.
- **Adapting the Learning:** Staff adapt the learning to ensure a challenge for each pupil, taking into account their individual needs.
- **Support:** Support for all pupils is essential to realise their potential, ensuring that all children feel confident in their ability.
- **Design Inspirational Experiences:** Inspirational experiences are designed to bring new knowledge and skills to the public.
- **Lesson Speed:** The speed of the lesson is adjusted to ensure that everyone can follow comfortably.
- **Interpersonal Relationships:** There is an excellent interpersonal relationship between the teachers and the pupils, creating a supportive learning environment.
- **Teacher's enthusiasm:** The teacher's enthusiasm inspires pupils to take an active part.
- **Excellent Planning:** Excellent planning that engages pupils and stimulates curiosity is essential to achieving improvement.
- **Interactive Activities:** Interactive activities ensure that pupils are actively functioning, giving them the opportunity to participate fully.
- **Effective Questioning:** Effective questioning encourages pupils to think critically and devise solutions.
- **Sharing Goals:** Sharing assessment success goals and criteria with pupils ensures they understand their commitment.
- **Sound Knowledge:** Staff are given solid information in areas, enabling them to provide the best support.
- **Diverse Methodology:** The use of diverse methodologies ensures that the approaches take into account the needs of each pupil.

- **Effective Working Wall:** Each Workwall includes children's work and activities that reinforce learning, ensuring that each child feels connected and can contribute to the learning process. It is also important to use purposeful mistake-making strategies, which encourage children to test their ideas and learn from their mistakes.
- **Continuing Provision:** Provide rich learning areas that support cross-curricular learning. There is an emphasis on regeneration and strengthening knowledge and skills learned, helping children to build on their learning consistently.

### **Excellent Teaching Characteristics in our Nursery Class**

In our nursery class, we are committed to providing a world-class education through teaching methods based on the principles of Froebel and the Unmaintained. We aim to nurture the roots of play-based learning, giving children the opportunity to develop skills, curiosity and creativity in their learning environment. By creating a setting that is friendly and inspiring, we ensure that every child feels safe, confident and ready to explore.

#### **Features:**

- **Learning through Play:** Play is a central element in our teaching method, allowing children to learn naturally through hands-on experiences. Activities are designed to enrich their development through play.
- **Exploration and Creativity:** The environment encourages curiosity and creativity, allowing children to explore and test their ideas freely. We have specific areas for creating, building, and role-playing.
- **Independence and Collaboration:** We build independence as children complete tasks and make their own decisions. Collaboration with peers is also encouraged, developing social and interpersonal skills.
- **Outdoor Experiences:** Outdoor experiences are essential, allowing children to participate in activities related to the world around them, such as gardening or exploring the environment.

- **Personal Contexts:** Our learning plans are based on the children's experiences and interests, creating contexts that are relevant to their daily lives.
- **Scaffolding and Planning:** Staff use scaffolding and observations to support learning, ensuring that children receive the support they need to achieve their goals and develop their skills.
- **Connection and Support:** Teachers build a positive relationship with the children, providing support and motivation, thereby creating a safe and supportive learning environment.
- **Ethical Principles:** We follow ethical principles based on inclusive learning, ensuring that all children feel valued and that their needs are respected.

By integrating the Unmaintained and Froebelian approaches, we hope to foster confident, creative, and independent children who are ready for their next stage of learning.

### **Principles of Curriculum Pedagogy for Wales:**

Our curriculum is based on twelve pedagogical principles, which ensure that learning and teaching are of a high standard. These principles include:

- **Purpose focus:** Work towards the overall purposes of the curriculum.
- **Challenges for learners:** Encourage all learners to recognise the importance of continually striving to meet high expectations, within their reach.
- **Diverse approaches:** Use a mix of approaches, including direct teaching, that promote problem-solving, creativity, and critical thinking.
- **Tasks and resource selection:** Set tasks that build on prior knowledge and engage with you.
- **Authentic Contexts:** Creating learning environments that are relevant and meaningful.
- **Principles of assessment:** Follow principles of assessment for learning.
- **Extend through the fields:** Extend learning within and across fields.

- **Reinforcing cross-curricular skills:** Working together to strengthen literacy, numeracy, and digital competence, providing opportunities for their practice.
- **Learner responsibility:** Encourage pupils to take increasing responsibility for their learning.
- **Social development and relationships:** Promoting social, emotional, and positive relationships.
- **Collaboration:** Build collaboration skills through group activities.

### **The pedagogical principles of the Unmaintained Curriculum and the Froebel method in the nursery class:**

We focus on children's holistic development through play, curiosity, and hands-on learning. The emphasis is on encouraging children to explore their environment, build independence, and develop social skills.

To effectively incorporate this into our nursery class, it should be offered:

- **Holistic Development:** Based on Froebel's principles, it is important to ensure that all aspects of a child's development — physical, emotional, social, and academic — are nurtured through rich activities, rather than just one aspect. This approach encourages children to explore and learn through all the senses.
- **Meaningful Play:** Structured and free play is a key principle as an essential method of learning. Play offers opportunities for children to develop ideas, solve problems, and develop a deeper understanding by exploring and interacting with the world around them.
- **Independence and Autonomy:** Following the Froebelian approach, it is essential to encourage children to be independent. Classroom activities should foster their ability to take responsibility for their learning and actions. The role of children taking on

"jobs" in the classroom (e.g. helping with tidying up or organising materials) will strengthen their confidence and independence.

- **Community Work:** Collaborative learning is important, where children work together, developing social skills and respect for the work of their peers. These principles support the idea of developing a balanced learning community, in which children contribute to the environment as well as their individual development.
- **Practical Experiences:** Rather than just learning theory, children are encouraged to participate in practical tasks that strengthen their critical thinking and problem-solving skills. Froebel's principles recognize the value of learning by doing, which contributes to a better understanding of the world around them.
- **Froebelian Jobs:** Daily practical tasks that are done by the children are an important way to apply these principles. By taking responsibility for "jobs" such as caring for plants or helping with tidying, children learn the importance of personal contribution to the community.
- **Scaffolding and Observation:** The principles emphasize the need for careful support from practitioners. Observation and scaffolding allow children to explore independently but with support when needed, ensuring they are challenged and grow within their ability.

These principles are essential to ensure a rich and balanced learning environment where children feel confident and able to develop their skills and potential to the fullest.

### **Assessment and Assessment for Learning:**

The Curriculum and pedagogical procedures have only one purpose; To enable all pupils to make appropriate progress so that they can reach progression stage 3 with the ability to demonstrate their full potential.

Consistent assessment will take place including;

- 1) Baseline to find out Pupils' knowledge and understanding and then To re-sit the baseline to measure progress
- 2) Asesu non-verbal
- 3) National Tests (tobe completed twice – October and June)

- 4) Tests (English and Welsh)
- 5) Testing (GFER)

and more. An [assessment timetable](#) has been created.

### **Assessment for Learning:**

Every quality practitioner understands that assessment is a constant process that happens all day, every day. Assessment is not an isolated tool, but an opportunity to create a complete picture of a pupil's progress and identify areas for improvement. Feedback, especially timely and constructive feedback, is essential to ensure progress, as well as ensuring consistency across the school, from the nursery upwards. This helps to instill skills such as independence and responding to comments in each child.

**Assessment for Learning** in our school will include:

1. **Effective Feedback** – verbally and in writing, giving pupils clear and constructive comments showing how to improve.
2. **Effective Questioning** – using challenging and thorough questions to encourage children to think more deeply and to develop their ability to actively participate in their learning.
3. **Self-assessment** – encouraging pupils to evaluate their own work, building self-reflection and independence skills.
4. **Peer Assessment** – peers assess each other's work, fostering collaboration, sharing feedback, and encouraging positive feedback.
5. **Understanding the Way Forward** – ensuring that all pupils know what the next steps are in their learning and are able to respond to feedback in order to continually improve.

Ensuring consistency in feedback and assessment throughout the school is essential to ensure that skills such as independence, responding to feedback, and personal development are firmly rooted from the Nursery upwards, continuing to develop as pupils move through the school.

Effective assessment is essential to inform pupils' plans in school, responding to each child's individual requirements. The school will carefully monitor each pupil's progress, ensuring that each has the opportunity to develop successfully.

For MAT pupils and those who need extra support due to their learning needs, assessment will help us measure their progress and find out the next steps for them. By using this data, we can create specific educational strategies that support individual development and ensure that all pupils feel confident in their ability.

### **Inspire and Motivate: Groeswen Methods**

**Fika:** Our Fika sessions, inspired by our visit to Sweden, are an integral part of our curriculum, aligning with the characteristics of non-hosted venues and the Froebel approach. These sessions offer a valuable opportunity for children to slow down and engage in meaningful social interaction. By sitting at a table, pupils practise key language patterns and talk and discuss with staff, which promotes communication skills and relationship building.

In addition, Fika promotes independence as children learn to collect their bowls, clear their spaces, and take their dishes to the sink. This not only improves their self-sufficiency but also builds vital life skills. By including healthy foods during these sessions, we support children's wellbeing and encourage healthy eating habits. Overall, Fika reinforces our commitment to holistic development, social interaction, and experiential learning.

**Froebel:** Implementing the Froebel method in the nursery is essential for fostering holistic development and supporting a love of lifelong learning in young children. These central principles place an emphasis on learning through play, exploration, and hands-on experiences, enabling children to meaningfully interact with their environment.

By integrating nature, creative activities, and social interaction into our daily schedule, we foster the children's curiosity and independence. The Froebel approach also supports the development of critical thinking and problem-solving skills, enabling children to pursue their interests and express themselves sincerely.

Overall, this test offers valuable insights that will improve our educational practices and help create a learning environment that promotes the well-being and growth of all of our nursery learners.

**Outdoor Learning:** It is essential that we incorporate outdoor learning into our daily schedule. Outdoor learning offers unique opportunities for children to explore, learn about their habitat, and build a connection with nature. By spending time outdoors, children have the opportunity to develop their curiosity and social skills, encouraging them to actively participate in their environment.

Connecting with nature is essential to emotional development and helps children understand and appreciate their habitat. The outdoors offers a fun and interactive environment where they can explore, play, and learn through experience. This interaction with the natural environment fosters an awareness of the world around them and the importance of protecting them.

In addition, family sessions each term will be organised in our local forest with the younger children, giving families the opportunity to engage with children in their learning. The older children will visit the forest each week, developing strong links with the younger children and sharing their knowledge and experiences. This promotes collaboration, community building, and creating a supportive learning environment for all children.

## **Classroom**

## **Environment:**

At Groeswen Primary School, we strive to create a classroom environment that promotes student learning and development. Our environment is based on the following:

- **Suitable Activities:** Create a working environment that offers all pupils the opportunity to develop their full potential.
- **Welcome and Courtesy:** Fostering courtesy, kindness, and respect among pupils.
- **Order and Discipline:** Manage order and discipline to ensure everyone is able to focus on learning.

- **Success and Achievements:** Appreciating and celebrating pupils' achievements and achievements.
- **Mutual Respect:** Creating a relationship of respect between learners and teachers to build confidence.
- **Positive Attitudes:** Promote positive attitudes towards work and learning.
- **Variety of Learning Styles:** Recognise and appreciate the variety of learning styles, including individual work, pairs, and groups.
- **Assessment for Learning:** Create a space where students can self-assess their work and participate in the target setting process.
- **Mentor Support:** To provide support to pupils who have problems with organising and completing work.
- **Challenges for MAT Pupils:** To promote an environment that extends and challenges students who have difficulties with numeracy.
- **High Quality Resources:** To provide a range of high quality educational resources to support learning.
- **Motivational Exhibitions:** Creating exhibitions that inspire and engage students is essential. Including the children's work in our exhibitions builds their self-esteem and sense of ownership, creating an environment where all learners feel valued. This encourages excitement and engagement, inspiring students to participate in creative activities.
- **Continuing Provision:** Ensure continuous and rich provision in the Section U 7.
- **Balance Between Indoor and Outdoor:** Maintain a balance between indoor and outdoor activities.

## **Plan:**

We are currently experimenting and adapting our plans to ensure they are current and in line with the expectations of the Areas of Learning and Experience. We believe that it is essential to motivate pupils by using contexts that interest them, stimulating their enjoyment of learning. The cross-curricular responsibilities, which are statutory, have been integrated into our plans to ensure a balance between learning concepts. At the beginning of each term, a

long-term plan is developed for the context, combining the voice of the pupils with the requirements of the Areas of Learning and Experience. Multiple activities will be ensured to support the cross-curricular, ensuring co-ordination and concept development over a three-year period.

### **Ict:**

The School will make effective use of computer hardware and software to support the work of staff and pupils. HWB is our main platform for keeping work safe, and teachers are expected to use the ICT resources available to schools effectively. It is important that pupils develop independence in the use of ICT, including developing basic skills such as keeping their own work in extended provision. We are beginning to develop the use of chromebooks as young as the Reception Class, involving the pupils in the process of charging the devices and handling their devices responsibly.

In addition, we will encourage parents' participation in their children's learning process through interactive apps such as DarllenCo, Numbots, TT Rockstars and others. This ensures that children receive ongoing support at home and that parents are a key part of their children's development in the ICT field.

### **Benefit:**

The wellbeing of pupils and staff is central to everything we do at Groeswen Primary School. We believe that a happy school is the foundation for creating a positive work environment, where everyone is able to thrive and develop academically and socially. Securing emotional, physical and mental support is key for our learners and staff. For staff, this means balancing workload management with excellent teaching in order to maintain high standards.

### **Natural Elements, Soft Lighting and Outdoor Learning:**

The school emphasizes the use of natural elements such as plants and soft lighting to create a calm environment that aids well-being. Connecting with nature plays a big role in improving mental wellbeing, helping pupils feel more at ease and less stressed.

In addition, we recognize the importance of outdoor learning. Spending time in the middle of nature promotes physical and emotional well-being by encouraging physical movement and interaction with natural elements. Children will participate in outdoor learning sessions each day, where they will build life skills, develop independence, and build a connection with their habitat.

### **Transitioning Awareness, Quiet Zones and 'Check ins':**

We incorporate mindfulness activities when transitioning between tasks, helping pupils to move smoothly from one activity to another and to maintain a calm and focused atmosphere. In addition, designated quiet zones will be established where students can relax or concentrate.

We also run daily 'Check ins' sessions in the classroom, where pupils can share their feelings and thoughts. This helps us support their emotional wellbeing and offers every child the opportunity to be heard and valued.

### **Respect for Personal Space:**

Respect for personal space is essential in order to create a safe and considerate environment. We will model and reinforce positive behaviour that promotes empathy and understanding, creating a community where everyone feels safe and valued.

### **Context:**

By adopting a natural and relaxing approach, we foster an environment that supports overall well-being and encourages focus and participation. Outdoor learning and mindfulness transition align with our values of promoting wellbeing and creating a rich and supportive learning environment. A calm and peaceful setting supports positive relationships, creativity, and a love of learning, ensuring academic success and well-being for all our pupils.

Headteacher Signature: *Ruth Lutz*

Date: 19.06.2025

Chairman: *Atalano*

Version:	2.0
Review:	June 26

## APPENDIX 1: DUAL LANGUAGE MODEL

Our intention will be to teach through Welsh and English on average 50/50.

### MDPh - Area of Learning and Experience

Children starting school i.e. from Nurturing / Reception will use CLIL (Content and Language Integrated Learning) pedagogy following the context to create real thematic experiences for the pupils.

### Nursery - 1st Language

MDPh - Language, Literacy and Communication

**It will be important to learn both languages and to give both languages exactly the same amount of time from the very beginning.**

O Feithrin - Year 1 The needs of the children returning to school will need to be considered e.g. pupils who cannot speak English.

English/Welsh - Pupils will receive lessons in both languages.

**MDPh** - Maths and Numeracy (English but able to learn to count in Welsh and counting rhymes as a means of introducing Welsh in a fair way).

**MDPh** - Science and Technology (English but able to learn to use a few words in Welsh as a means of presenting the Welsh language slowly).

**MDPh** - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

### **Meithrin - Iaith Bartner**

**MDPh** - Humanities (An element of English will be possible to reinforce understanding)

**MDPh** - Expressive Arts (An element of English will be possible to reinforce understanding)

**MDPh** - Health and Wellbeing (There will be bilingual elements focusing on the theme or lesson itself)

### **Admission - 1st Language**

English/Welsh - Pupils will receive lessons in both languages

**MDPh** - Mathematics and Numeracy (English but able to learn to count in Welsh and counting rhymes as a means of presenting Welsh fairly)

**MDPh** - Science and Technology (English but able to learn to use a few words in Welsh as a means of presenting the Welsh language slowly).

**MDPh** - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

### **Admission - Partner Language**

**MDPh** - Humanities (An element of English will be possible to reinforce understanding)

**MDPh** - Expressive Arts (An element of English will be possible to reinforce understanding)

**MDPh** - Health and Wellbeing (There will be bilingual elements focusing on the theme or lesson itself)

### **Year 1 - 1st Language**

English/Welsh - Pupils will receive lessons in both languages

**MDPh** - Mathematics and Numeracy (English but able to learn to count in Welsh and counting rhymes as a means of introducing Welsh slowly). **BUT START INTRODUCING MORE OF THE WELSH LANGUAGE CONSIDERING THE LESSON/THEME/ACTIVITIES**

**MDPh** - Science and Technology (English but able to learn to use a few words in Welsh as a means of presenting the Welsh language fairly) **BUT START INTRODUCING MORE OF THE WELSH LANGUAGE CONSIDERING THE LESSON/THEME/ACTIVITIES**

**MDPh** - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

Welsh

### **Year 1 - Partner Language**

**MDPh** - Humanities (An element of English will be possible to reinforce understanding) **BUT START INTRODUCING MORE ENGLISH TAKING INTO ACCOUNT THE LESSON/THEME/ACTIVITIES**

**MDPh** - Expressive Arts (An element of English will be possible to reinforce understanding) **BUT START INTRODUCING MORE ENGLISH TAKING INTO ACCOUNT THE LESSON/THEME/ACTIVITIES**

**MDPh** - Health and Wellbeing (There will be bilingual elements focusing on the theme or lesson itself)

### **Year 2 - 1st Language**

English/Welsh - Pupils will receive lessons in both languages

**MDPh** - Mathematics and Numeracy (English but able to use counting in Welsh and counting rhymes as a means of presenting the Welsh language fairly). **BUT START PRESENTING MORE WELSH TAKING INTO ACCOUNT THE LESSON/THEME/ACTIVITIES**

**MDPh** - Science and Technology (previously in English but able to learn to use a few words in Welsh as a means of presenting the Welsh language slowly) **BUT START PRESENTING MORE WELSH TAKING INTO ACCOUNT THE LESSON/THEME/ACTIVITIES**

**MDPh** - Health and Wellbeing (There will be elements in both languages focusing on the theme or lesson itself)

## Year 2 - Partner Language

**MDPh** - Humanities (An element of English will be possible to reinforce understanding) **BUT START INTRODUCING MORE ENGLISH TAKING INTO ACCOUNT THE LESSON/THEME/ACTIVITIES**

**MDPh** - Expressive Arts (An element of English will be possible to reinforce understanding) **BUT START INTRODUCING MORE ENGLISH TAKING INTO ACCOUNT THE LESSON/THEME/ACTIVITIES**

**MDPh** - Health and Wellbeing (There will be bilingual elements focusing on the theme or lesson itself)

## Year 3 - 1st Language

English/Welsh - Pupils will receive lessons in both languages

Main Language **MDP** Maths and Numeracy will be English.

The main language **of MDP** Science and Technology will be English.

**MDPh** - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

## Year 3 - Partner Language

Main Language **MDPh** Humanities will be Welsh

Main Language **MDPh** Expressive Arts will be Welsh.

**MDPh** - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

## Year 4 - 1st language

English/Welsh - Pupils will receive lessons in both languages

Main Language **MDP** Maths and Numeracy will be English.

The main language **of MDP** Science and Technology will be English.

**MDPh** - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

## Year 4 - Partner Language

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Main Language **MDPh** Humanities will be Welsh

Main Language **MDPh** Expressive Arts will be Welsh.

**MDPh** - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

## Year 5 - 1st Language

**ONE CHANGE - IF A CHILD WANTS TO FOCUS ON THE WELSH LANGUAGE TO TRANSFER TO A WELSH-MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS.**

English/Welsh - Pupils will receive lessons in both languages

Main Language **MDP** Maths and Numeracy will be English.

The main language **of MDP** Science and Technology will be English.

**MDPh** - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

## Year 5 - Partner Language

**ONE CHANGE - IF A CHILD WANTS TO FOCUS ON THE WELSH LANGUAGE TO TRANSFER TO A WELSH-MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS.**

English/Welsh - Pupils will receive lessons in both languages

The main language of MDP Humanities will be Welsh.

Main Language MDP Expressive Arts will be Welsh.

MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

## Year 6 - 1st Language

**ONE CHANGE - IF A CHILD WANTS TO FOCUS ON THE WELSH LANGUAGE TO TRANSFER TO A WELSH-MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS.**

**CHILDREN LIKE THIS WILL BE ABLE TO ACCESS THE LESSONS IN THE WELSH-MEDIUM STREAM.**

English/Welsh - Pupils will receive lessons in both languages

Main Language MDP Maths and Numeracy will be English.

The main language of MDP Science and Technology will be English.

MDPh - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

## Year 6 - Partner Language

**ONE CHANGE - IF A CHILD WANTS TO FOCUS ON THE WELSH LANGUAGE TO TRANSFER TO A WELSH-MEDIUM SECONDARY SCHOOL, THEY WILL HAVE THE OPPORTUNITY TO RECEIVE IMMERSION LESSONS. IN YEAR 6 CHILDREN LIKE THIS WILL BE ABLE TO ACCESS THE LESSONS IN THE WELSH-MEDIUM STREAM.**

The main language of **MDPh** Humanities will be Welsh.

Main Language **MDPh** Expressive Arts will be Welsh.

**MDPh** - Health and Wellbeing 50/50: The content of the lesson/activity will guide the language.

### Daily Processes:

Welsh and English will alternately be the Language of the Day

School Service - Welsh with an element of English

Dual Language Department Service - English / Welsh

The children will often hear Welsh music

All staff will be fluent in Welsh so based on which language the children will hear, Welsh will be the main language of the school's adults.

Exhibitions will be bilingual i.e. There is no need to stick to just one language when displaying pupils' work

	Llofnod / Signature	Dyddiad / Date
Headteacher		19.06.25
Cadeirydd y Llywodraethwyr / Chair of Governor		19.06.25

**Created:** March 2025

**Review Date:** March 2026