Support for setting up a 'Criw Cymraeg' at your school to drive progress in Language Charter.

CRIW CYMRAEG

A pupil-led initiative to promote incidental Welsh and a Welsh ethos in English medium primaries

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Swansea Abertawe

Sir Gâr Carmarthenshire

Powys

C.Phillips 2016

CRIW CYMRAEG

Why should we set up a 'Criw Cymraeg' at our school?

Pam? Why?

- Instil a genuine enthusiasm for the Welsh language and Welsh heritage.
- Ensure the school's vision for Welsh has a high focus.
- Improve the school's end of key stage 2 data of pupils achieving level 4 or above.
- Significantly improve the amount of incidental Welsh spoken by both staff and pupils.
- Staff will feel more confident in delivering Welsh sessions and using Welsh incidentally during the day.
- The children are responsible for introducing initiatives aimed at improving standards in Welsh
- Create a genuine enthusiasm for Welsh within the school that extends to all learners including staff.
- Staff members e.g. support staff will be able to extend their own learning

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2. Evaluating Welsh Language

Key Question 1: How good are outcomes?

1.1 Standards

Inspectors should consider the following questions when inspecting and reporting on aspect 1.1.5 Welsh language:

- Does attainment in Welsh according to teacher assessment at key stages 1, 2 and 3, and in external examinations at key stage 4 and the sixth form, compare favourably with that in similar schools?
- Are pupils making good progress in Welsh lessons?
- Do pupils who join the school with little or no previous competence in Welsh achieve well?
- Where applicable, do pupils have a good grasp of subject terminology in Welsh in subjects across the curriculum?
- Where applicable, are pupils developing increasing competence in using dual literacy skills?[3]
- As appropriate, are pupils confident and competent in using Welsh in a range of situations beyond their Welsh lessons?
- In Welsh-medium provision, do all pupils complete written work and final assessments in Welsh in all subjects and courses?
- Where applicable, do all pupils gain a recognised qualification in Welsh at the end of key stage 4, apart from those pupils disapplied by their statements of SEN?
- Where applicable, does a significant proportion of pupils learning Welsh as a second language gain a qualification in the GCSE full course?

1.2 Wellbeing

- Do pupils display positive attitudes and enjoyment in learning Welsh?
- What proportion of pupils is involved in extra-curricular or community events or activities where they are able to use their skills in Welsh?

Key Question 2: How good is provision?

2.1 Learning experiences

Inspectors should consider the following questions when inspecting and reporting on aspect 2.1.3 Welsh language provision and the Welsh dimension:

- Is the school meeting the statutory requirement to teach Welsh to all pupils up to school-leaving age, other than pupils whose statements of SEN disapplies them?

[3] In the Welsh-medium sector in particular, pupils often have to gather information from sources in one language and use it in the other, either orally or in writing. These 'dual literacy skills' are important in that they enable pupils to access a wider range of learning materials. They also reinforce their communication skills in both Welsh and English.

- Do curriculum organisation and the time allocation enable pupils to make and sustain good progress in Welsh?
- Is there continuity between and across key stages in terms of pupils' experiences in Welsh and, where applicable, the extent of Welsh-medium provision?
- Where applicable, is there continuity in developing pupils' skills in Welsh in the provision in pupil referral units?
- Where applicable, do pupils have access to a full range of Welsh-medium vocational options?
- Where applicable, are all pupils that are assessed in Welsh first language at the end of key stage 2 also assessed in Welsh first language at the end of key stages 3 and 4?
- Do pupils learning Welsh as a second language have increasing opportunities to develop their use of Welsh in a range of situations beyond Welsh lessons?
- Do learning experiences across the curriculum enhance the development of learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales?

2.2 Teaching

- Is there a sequence of learning activities that reinforces pupils' skills in speaking and listening, reading and writing Welsh and their inter-dependency?
- Is there sufficient consolidation of new vocabulary and sentence patterns to ensure pupils are able to use them with increasing independence?
- Are pupils given regular opportunities to apply and build on what they have learnt in previous lessons?
- Is there sufficient teacher intervention to improve quality and accuracy of pupils' oral competence in Welsh?
- Do Welsh second language teachers make increasing use of Welsh as a medium of communication, both in lessons and in other situations?
- Where applicable, do pupils have good opportunities and support to develop dual literacy skills?

2.3 Care, support and guidance

- Is there good support for pupils who are latecomers and have limited or no previous competence in Welsh?
- Are pupils aware of the advantages of learning Welsh and becoming increasingly bilingual?
- Where applicable, do pupils have access to Welsh-speaking specialist teachers and educational psychologists, as well as provision for intensive specific needs such as speech and hearing therapists.

2.4 Learning environment

- Does the school have an ethos that promotes the Welsh language and culture and positive attitudes towards them?
- Is there extensive use of Welsh in displays and signage around the school?
- Does the school encourage pupils and staff to make increasing use of Welsh, at the appropriate level, as a medium of informal communication?

Key Question 3: How good are leadership and management?

3.1 Leadership

- Does the school take good account of national priorities relating to Welsh as identified in Iaith Fyw, Iaith Byw[4] and the Welsh Assembly Government's Welsh-medium Education Strategy[5]?
- Does the school have regard for the local authority language policy and its Welsh Education Scheme objectives?

3.2 Improving quality

- Do managers at all levels have a realistic view of what needs to be done to improve outcomes and provision in Welsh?
- Do improvement plans identify clear proposals to address areas in need of development?
- Is there clear evidence of a commitment to moving forward on the improvement agenda in relation to the Welsh Assembly Government's Welsh-medium Education Strategy?

3.3 Partnership working

- Is the school working well in partnership with other providers to extend the availability of Welsh-medium provision on offer to pupils, especially to meet the requirements of the Learning and Skills (Wales) Measure?
- Is there joint-working between primary schools and pre-school groups and between secondary and partner primary schools to ensure consistency and progression in pupils' learning experiences in Welsh at transition?
- To what extent does the school take advantage of the support offered by other bodies, such as the Urdd and Mentrau Iaith[6]?

3.4 Resource management

- Where applicable, does the school have enough staff who can teach effectively through the medium of Welsh to ensure progression and continuity in Welsh-medium provision?
- Are all teachers who teach Welsh first or second language qualified to do so?
- Where applicable, is there good quality support for non-specialist Welsh teachers and for other staff within the school, such as participation in the Sabbaticals Scheme[7]?
- Is the school taking every reasonable action in relation to the cost-effectiveness of delivering Welsh-medium provision?

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[4] Iaith Fyw, iaith Byw, (A Living Language: A Language for Living), Welsh Government, 2012
[5] Welsh Medium Education Strategy, Welsh Government, 2009
[6] The Mentrau Iaith (Local Language Initiatives) support efforts to sustain the language at a community level. The Mentrau Iaith work in partnership with local and national organisations and stakeholders on various projects to promote the use of Welsh.
[7] The 'sabbaticals scheme' is a programme funded by the Welsh Assembly Government to increase the number of qualified teachers and lecturers who teach through the medium of Welsh. The first course was held in spring 2006.

Best practice

Clytha Primary School, Newport

Number of pupils: **203**
Age range: **4-11 years**
Date of Estyn inspection: **April 2011**

Estyn
Rhagoriaeth i bawb – Excellence for all
Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Area of sector-leading practice which has been identified during inspection and relates to a particular quality indicator:

Key Question: 1

Quality indicator: Standards
Aspect: Welsh Development

Context and background to sector-leading practice:

Clytha Primary School is situated in the City of Newport, which is the local authority. Pupils generally come from a wide range of backgrounds. About 8% of pupils are entitled to free school meals, which is below the national and local averages.

Some 67% of pupils come from white, British backgrounds and the remainder from a wide range of different cultural heritages. About 33% do not have English as a language of the home. Of these pupils, 72% receive support in English as an additional language. No pupil speaks Welsh as a first language.

Welsh Development has a high profile within the school and has been a priority in the School Improvement Plan. The school has developed an ethos of continuous improvement running alongside a genuine enthusiasm for the Welsh language and Welsh heritage. Training for the teaching and learning of Welsh Second Language has been a school priority for many years. Although there are no first language Welsh speakers on the staff, several staff members have extended their own learning and are able to support, extend and inspire others, both staff and children, to reach high standards in Welsh Development.

Description of nature of strategy or activity:

- Establishment of a Welsh Second Language development team of skilled professionals who work with the senior leadership team to ensure the school's vision for Welsh has a high focus.
- Staff training, for both teachers and support staff, is managed by the Welsh Second Language development team and senior leadership team. Training needs are met through a variety of activities such as team teaching, demonstration sessions, whole-staff training in staff meetings, use of the Welsh Advisory Service to support individuals, individual courses and whole-day training courses for all staff.
- Establishment of a 'Criw Cymraeg' made up of 2 enthusiastic pupils from each year group, from Year 1 to Year 6. This group meets weekly with a member of the Welsh Second Languge Team and has responsibility for introducing initiatives aimed at improving standards in Welsh such as 'Phrase of the Week', 'Chwarae Gemau' and leading assemblies

"The school has developed an ethos of continuous improvement running alongside a genuine enthusiasm for the Welsh language and Welsh heritage."

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linked to Welsh Second Language. These assemblies are not only effective for children but also for all staff. 'Criw Cymraeg' help to make decisions about how to move Welsh language development forward at the school. They also lead the 'Ceiniog Cymraeg' initiative, which rewards children and staff for speaking Welsh throughout the day, with prizes being presented in the weekly pupil-led assembly.

- All classrooms have designated Welsh Second Language displays such as a 'Bocs Bendigedig' and include Welsh words and phrases in all other displays, relating to the vocabulary and patterns taught in the classroom.
- Oracy remains a high focus in all classes and, at key stage 2, reading and writing are also key features of all Welsh Second Language lessons. Skills taught in English are transferred across into Welsh Second Language sessions.
- The use of high-quality resources such as 'Placemats', ICT and appropriate reading materials are used to enhance learning.
- Daily guided group reading sessions also have a Welsh Second Language focus during the week.
- Target-setting and tracking systems have been established from Year 2 to Year 6 which help ensure children make appropriate progress. Children's attainment in the three areas of Welsh Second Language and the oracy baseline is assessed termly and tracked across the year. Children use their oracy baseline to assess their own progress.

Welsh Second Language has a high priority at Clytha and the school is continuing to develop and refine the initiatives and strategies described above. The next development is to respond to parents' interest in learning Welsh words and phrases to further support the learning of their children.

What impact has this work had on provision and learners' standards?

- Within the school there is a genuine enthusiasm for Welsh that extends to all learners including staff.
- All staff feel more confident in delivering Welsh sessions and using Welsh incidentally during the day.
- There has been a significant improvement in the amount of incidental Welsh spoken by both staff and pupils.
- The school's end of key stage 2 data for 2010-2011 saw 78% of the pupils achieving level 4 or above, which is well above the local authority and Wales averages. This was 41% higher than the previous cohort. Next year's realistic target is 93% and challenging target is 100%.

Welsh Second Language and Bilingualism

GOOD PRACTICE

From 40% to 90% achieving L4+

YSGOL HUBBERSTON

Hubberston school in Milford Haven, Pembrokeshire is a success story proving that you don't need to have fluent Welsh practitioners in order to make progress in Welsh Second Language. You only need enthusiasm! The school has made significant improvements in Welsh Second Language as a subject and also improved the Welsh ethos around the school during the past year.

2010/2011

In the academic year 2010/2011, 50% of pupils achieved level at the end of Key Stage 2, 40% achieved level 3 and 10% achieved level 2.

How?

Miss Cheryl McNally set up a PLC within the school which included the year 5/6 teacher, year 4 teacher, year 5/6 LSA, Link Governor and year 1 teacher.

SWOT Analysis January 2012	
Strengths Willingness of staff to change High staff motivavtion Eagerness to learn more and try new things Experienced staff team Good staff relationships Member of staff had attended the Welsh Sabbatical	**Weaknesses** Staff confidence No set time for Welsh Scheme of work wasn't very inspiring
Opportunities Support from the Welsh Advisory teacher	**Threats** Not a lot of Welsh spoken in Milford Haven Attitude of some upper Key Stage 2 pupils

Welsh Second Language and Bilingualism

GOOD PRACTICE

PLC Meetings

In December 2011, Miss Cheryl McNally discussed the PLC with the LA Welsh Advisory Teacher Miss Catrin Phillips.

In January 2012, the PLC first met formally to agree the focus of the PLC, the outcomes required, the target group of pupils and how to establish a baseline.

The PLC met formally 9 times with lots of informal meetings. The link Governor attended two of these formal meetings and was kept up to date informally. The Governing Body was also informed of the PLC's progress.

Actions taken by the PLC to improve pupil attainment:

* Introduced 'Cardiau Clonc' mats to year 5 and 6 in the Spring Term 2012.
* Trialled and used the Welsh Second Language: Assessment material for Key Stage 2 with Year 5 and 6 in the Spring and Summer Term 2012.
* Learning visit to Tenby Junior School in June 2012 and to Clytha Primary School, Newport in September 2012.
* Establishment of a 'Criw Cymraeg' in October 2012.
* 'Seren Gymraeg' initiative introduced in October 2012.
* Welsh language training for parents arranged for December 2012 with Miss Catrin Phillips.
* Since September 2012, every class has a Welsh session for 20 minutes at 1pm every day.

Welsh Second Language and Bilingualism

GOOD PRACTICE

CRIW CYMRAEG

Criw Cymraeg

The Criw Cymraeg was established in October 2012. The Criw Cymraeg is made up of one child from Reception to Year 5 and two children from Year 6. They were voted for by the members of their class. Each member wears a badge. Miss McNally and Mrs Jones, the Welsh Coordinators, are also members of the Criw Cymraeg.

Criw Cymraeg Meetings

The Criw Cymraeg met every week in their lunchtime. They decide a 'Phrase of the week' and then teach this phrase to the school in the weekly Criw Cymraeg Assembly. They also make posters to promote the phrase around the school. The Criw Cymraeg also try and make Welsh fun by holding competitions for the pupils to enter.

Criw Cymraeg Assembly

Each week the Criw Cymraeg hold an assembly for the whole school including teachers, LSAs and the admin officer. During this assembly a Welsh hymn is sung, the Welsh phrase is introduced, the Seren Gymraeg results are read out and certificates given to the winners and a Welsh prayer is said.

Welsh Second Language and Bilingualism

GOOD PRACTICE

Seren Gymraeg

The Criw Cymraeg decided to introdue a reward system for speaking Welsh. Staff reward children for speaking Welsh in and out of the classroom by giving them a 'Seren Gymraeg'. The children place these on a chart in their class and every week the Criw Cymraeg collect the results. The results are then announced during the Criw Cymraeg assembly.

Stickers are given to the children with the most stars in each class. A certificate is given to the class with the highest number of stars. Certificates are alos given to the child with the highest number of stars in Foundation Phase and the child with the highest number in Key Stage 2.

Breakfast Club

The Criw Cymraeg decided that they wanted to hear more Welsh in Breakfast Club. They decided the phrases and words they would like to promote. They met with Mrs Sanderson, Mrs Jones and Mrs Williams, the Breakfast Club staff.

The Criw Cymraeg introduced the phrases and words in the Criw Cymraeg assembly and they made posters to put in Breakfast Club to remind children of the phrases to use. Lots of children now ask for their Breakfast in Welsh and are being rewarded with Seren Gymraegs.

Many of children were writing Welsh in Breakfast Club and a 'Bocs Cymraeg' has now been added to the Breakfast Club resources. The box contains Welsh dictionaries and welsh mats to enable the children to write freely in Welsh. It also contains Welsh games.

Tuck Shop - Siop Fwyd

The Criw Cymraeg decided that they wanted to hear more Welsh in Fruit time and at the Tuck Shop. They decided the phrases and words they would like to promote.

Criw Cymraeg introduced the phrases and words in the Criw Cymraeg assembl and they made posters to put in the Cookery Room and in each class to remind children and staff of the phrases to use.

Lots of children now ask for their fruit in Welsh and are being rewarded with a Seren Gymraeg.

Welsh Second Language and Bilingualism

GOOD PRACTICE

Impact of the PLC on pupil outcomes

* Autumn Term 2012 - The ongoing teacher assessments indicated that the PLC was having a positive impact on pupil learning.

* Autumn Term 2012 - Pupils were given a questionnaire to evaluate the learning experience. 90% of the targeted pupils felt that the Cardiau Clonc had helped them to get better at speaking and writing Welsh and 80% of the pupils indicated that they enjoyed Welsh. 70% of the pupils felt that learning Welsh was very important.

* Summer Term 2013 - (90% of Year 6 pupils (10) achieved level 4+.

SWOT Analysis April 2013	
Strengths EVERY class doing Welsh for 20mins EVERY day Enthusiasm from al staff to improve 1 teacher and 1 LSA has attended the Welsh Sabbatical 2 teachers attending Welsh courses out of school 2 Welsh coordinators Criw Cymraeg Support from the Head teacher and time given for PLC meetings	**Weaknesses** Difficult to go on learning walks although this will be easier now that every class is doing Welsh at the same time every day
Opportunities Support from the Welsh Advisory teacher New Scheme of work introduced Pupils speaking Welsh at home Support from parents	**Threats**

Welsh Second Language and Bilingualism

GOOD PRACTICE

Estyn

Rhagoriaeth i bawb – Excellence for all

Estyn Inspection May 2013

Key Question 1: How good are outcomes?

"Standards in Welsh are good. Nearly all pupils are enthusiastic learners. Across the school, they understand and respond confidently to a range of questions and instructions during lessons and generally throughout the school day. As they move through the school, most pupils speak Welsh with increasing accuracy and apply their reading and writing skills well in different contexts."

The 'Criw Cymraeg' is having a very positive impact in promoting Welsh during playtimes and in a range of activities across the school.

Key Question 2: How good is provision?

"Provision for the Welsh language is good. Effective planning and organisation enable pupils to gain a range of language skills consistently across the school. The supportive ethos develops pupils' confidence to use the language in different contexts. The incidental use of Welsh by staff throughout the day is a prominent feature."

Section 50 Inspection May 2013

"Bilingual worship is held each week when pupils are taught a useful sentence in Welsh and pupils themselves, Y Criw Cymraeg, lead the worship which includes both reflection and prayer in Welsh."

"One parent comments 'The dedication to teaching Welsh is outstanding'."

The school's progress in promoting bilingualism and in encouraging the pupils to speak Welsh on a daily basis was identified as an established strength.

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Where do we start?

1. Elect / Choose members e.g. one from each year group and two from year 6 and select two teachers to take responsibility.

2. Give each member a pin badge or something to show that they are a member of the Criw Cymraeg.

3. Decide on how often you will meet and when. Ideally this should be once a week so that weekly business e.g phrase of the week, rewards etc can be decided.

4. Explain to the Criw Cymraeg what they're responsibilties are for the year. They could be given a handbook of agreement.

5. Explain to the Criw Cymraeg which award they're working towards in the 'Cymraeg Campus' Language Charter during the year. Make sure the pupils are aware of the success criteria for achieving the award.

6. Meet weekly with the Criw Cymraeg to decide upon weekly business, talk about progress in Language Charter, make decisions on current initiatives and decide upon new initiatives to improve standards within the school.

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CRIW CYMRAEG

Support pack for the 'Criw Cymraeg'

Dewch i ni ddechrau!

Let's get started!

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CRIW CYMRAEG

'Shwmae' and 'Llongyfarchiadau' for being chosen to be part of the 'Criw Cymraeg' at your school. Remember that you've got a very important job at school now, so wear your badge with pride and read my tips for being a good member.

Tips

Siarad llawer o Gymraeg.

Speak lots of Welsh.

Helpwch eraill i ddefnyddio Cymraeg.

Helpwch eraill i ddefnyddio Cymraeg.

Meddyliwch am sut allwch chi wella y defnydd o'r Gymraeg yn eich hysgol.

Think of how you can improve the use of Welsh at your school.

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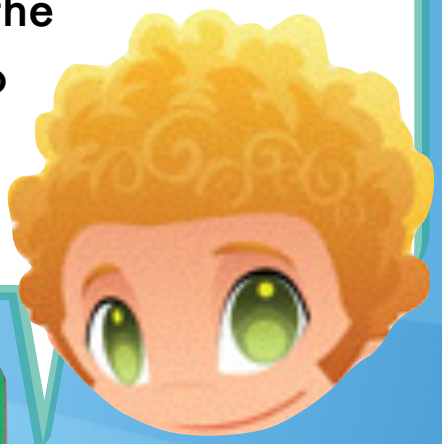
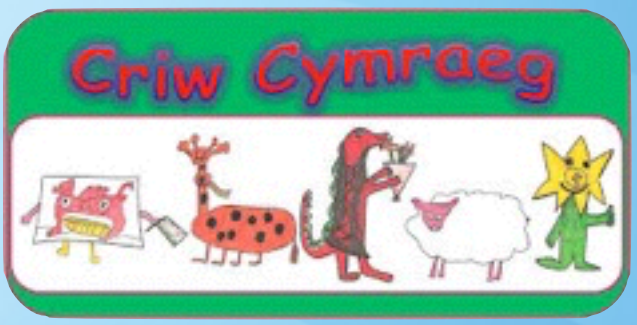
CRIW CYMRAEG

Logo 'Y Criw Cymraeg'

You'll need to think about creating a logo for your 'Criw Cymraeg' so that you can use it on all the things that you create. Are you going to create one as a 'Criw Cymraeg' or are you going to hold a school competition?





Gwasanaeth 'Y Criw Cymraeg'

The 'Criw Cymraeg' assembly should take place once a week and all songs and prayers should be in Welsh. It's your opportunity to introduce your phrase of the week, give out your awards, introduce new initiatives and update everyone on the progress being made in the Language Charter. Remember that you should be leading the assembly, so remember to plan it well.

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Ymadrodd yr wythnos

The 'phrase of the week' should be decided at your weekly meetings. It should be introduced to the whole school during the weekly Welsh assembly. You could also demonstrate how it could be used. You'll also need to decide how you're going to display the phrase of the week around the school to remind everyone to use it.

Gwobrau

Yes, awards! You need to create a buzz around speaking Welsh at school. How are you going to achieve this and how are you going to award those who are making a good effort to speak Welsh? How will you make sure that the staff are speaking Welsh too?

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Y teulu a'r gymuned

How will you let your families and the community know what you're up to? Could you have a page on the school website? How about writing a newsletter? You could even keep an online blog. Do they want to learn some Welsh too? If they do, how will you teach them?

Siarter Iaith Gymraeg
ERW
Cymraeg Campus
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'Cymraeg Campus' Language Charter

Which award is your school working towards? How will you help your school complete the success criteria for each target? Make sure that you're displaying the progress made in the Language Charter on the school display and that you're reporting back to the other pupils in the weekly Welsh assembly.

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CRIW CYMRAEG

The usual 'Criw Cymraeg' stuff!

Bob dydd (daily)	Bob wythnos (weekly)	Yn aml (often)
Helpu plant eraill i chwarae gemau buarth yn Gymraeg Help other children to play yard games in Welsh	**Cyfarfod fel Criw Cymraeg i wneud penderfyniadau** Meet as the Criw Cymraeg to make decisions	**Trafod cynnydd yn y Siarter Iaith** Discuss progress being made in the Language Charter
Sicrhau a helpu'r siop ffrwythau i redeg yn Gymraeg Ensure and help the fruit shop to run in Welsh	**Penderfynu ar ymadrodd yr wythnos** Decide on the phrase of the week	**Sicrhau bod Cymraeg ar bob arddangosfa** Ensure that there is some Welsh on each display
Sicrhau bod pob dosbarth yn defnyddio Cymraeg Ensure that all classes are using Welsh	**Arwwain y wasanaeth Gymraeg** Lead the Welsh Assembly	**Trefnu diwrnodau hwyl ar gyfer Dydd Gwyl Dewi, Diwrnod Shwmae ayb** Organise fun days for St Davids Day, Shwmae Day etc
Sicrhau bod yr athrawon yn siarad Cymraeg Ensure that the staff are speaking Welsh	**Gwobrwyo disgyblion a staff am siarad Cymraeg** Award pupils and staff for speaking Welsh	**Rhedeg cystadlaethau Cymraeg** Run Welsh competitions

ond...

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CRIW CYMRAEG

Does Welsh at your school have the X Factor? How can your 'Criw Cymraeg' be better than a 'Criw Cymraeg' at any other school?

What could you do at your school?

'Cwtsh Cymraeg' (Welsh area) in the school

Language hotspots in the corridor or out on the yard

Enter Urdd competitions

Create a half termly newsletter

Hold a Welsh evening

Create Welsh films

Visit a 'Criw Cymraeg' in another school

Create Welsh podcasts

Hold Welsh enrichment week

Create a partnership with a Welsh school

Involve the community

Get parents involved

Create a 'Criw Cymraeg' online blog

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Cyfarfod

CRIW CYMRAEG

Dyddiad:	

Pwynt Trafod Discussion Point	I wneud Action to be taken

Ymadrodd yr wythnos:	

Sêr yr wythnos:	

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Pob lwc

CRIW CYMRAEG

Gwnewch eich gorau glas!

Do your very best!

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