

Please select values 1-4 from drop-down list against the 5 Ref. in the 'Actual' column

Please apply best-fit for your current position from the statements:

- Focusing (1)
- Developing(2)
- Enabling (3)
- Enhancing (4)



Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
LC 1		Progress in developing the language skills including developing the skills of the workforce is in its very early stages. Most staff and leadership are committed to incrementally developing their personal language skills.	The school is aware of the implications of the Welsh language continuum and the need to develop the Welsh dimension. They have an opportunity to develop their Welsh language skills along the Welsh language continuum and many are active participants.	The school promotes the use of Welsh as a language for the workplace and fully supports workforce language development through providing a range of opportunities. Leadership sets a positive example to learners, colleagues and community through its commitment and enjoyment in learning the Welsh language. They support school staff with their learning.	There is a clear understanding across the school of bilingual skills and their importance in the workplace. These are planned for in the recruitment and retention of staff. Opportunity to value and promote Welsh culture and extend the use of the Welsh language in formal and informal situations is embedded.
LC 2		The school is aware of the Welsh language continuum for learners.	The school is starting to develop the Welsh language continuum for learners across the curriculum.	The school is enabling all learners across the curriculum to develop their skills in line with the Welsh language continuum.	The language continuum has been embedded for all learners across the curriculum, with positive outcomes achieved.
LC 3		The school is just beginning to focus on the Welsh culture and the Welsh dimension, with only occasional opportunities to use or practise Welsh.	Welsh culture and the Welsh dimension is developing across the curriculum. There are a few opportunities for learners to practise their Welsh.	Welsh culture and the Welsh dimension is established across the curriculum, with a range of opportunities to practise Welsh. Attitudes towards the language are positive from many learners who value its place.	Provision is planned for children and young people which not only gives them the opportunity to use or practise Welsh, but instils in them positive attitudes towards the language which translates into active use and Welsh culture. The school seeks out and uses every opportunity to value and promote Welsh Culture.
LC 4		The teaching of Welsh language is limited to Welsh lessons. In these lessons, there is a range of resources and pedagogy used and applied.	Technology is used in the teaching of Welsh, with a range of resources and pedagogy used and applied in Welsh lessons.	Wider use of technology in the teaching of Welsh is being developed, with a range of resources and pedagogy applied within classroom practice and across aspects of the curriculum. The school has started to consider the skills of bilingual and multilingual learners.	Creative use is made of technology in the teaching of Welsh, with a wide range of resources and pedagogy applied within classroom practice across the curriculum. The skills of bilingual and multilingual learners are understood, developed and recognised.
LC 5		The school Welsh departments/leads for Welsh has developed links with colleagues from other schools or agencies.	The school has developed sound partnerships with other schools to develop resources and materials to support the development of Welsh.	The school has established effective links with outside agencies and are starting to use these to support Welsh language learning for all learners in the organisation.	The school has established systematic links with outside agencies that can support teaching, learning and the provision of resources e.g further education, higher education, mentrau iaith, Welsh language schools which has a positive effect on the outcomes of all learners.