

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Hybrid – Ystafell Bwyllgora 4 Tŷ Hywel a Naomi Stocks
fideogynadledda drwy Zoom Clerc y Pwyllgor
Dyddiad: Dydd Mercher, 2 Hydref 2024 0300 200 6565
Amser: 09.30 SeneddPlant@senedd.cymru

Hybrid

Rhag-gyfarfod preifat

(09.15 – 09.30)

Cyfarfod cyhoeddus

(09.30)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.30)

2 Bil y Gymraeg ac Addysg (Cymru) – sesiwn dystiolaeth 6

(09.30 – 10.30)

(Tudalennau 1 – 38)

Claire Armitstead, Cyfarwyddwr Cymdeithas Arweinwyr Ysgolion a Cholegau Cymru

Julian Kennedy, Pennaeth, Ysgol Gyfun Olchfa, Abertawe, ac yn cynrychioli Cymdeithas Arweinwyr Ysgolion a Cholegau Cymru

Geoff Evans, Pennaeth Ysgol y Strade, Llanelli, ac yn cynrychioli Cymdeithas Arweinwyr Ysgolion a Cholegau Cymru

Chris Parry, Llywydd, Cymdeithas Genedlaethol y Prifathrawon Cymru

Laura Doel, Ysgrifennydd Cenedlaethol Cymru, Cymdeithas Genedlaethol y Prifathrawon Cymru

Dogfennau atodol:



Briff Ymchwil

Papur 1 – Cymdeithas Arweinwyr Ysgolion a Cholegau (Saesneg yn unig)

Papur 2 – Cymdeithas Genedlaethol y Prifathrawon (Saesneg yn unig)

Egwyl

(10.30 – 10.40)

3 Bil y Gymraeg ac Addysg (Cymru) – sesiwn dystiolaeth 7

(10.40 – 11.40)

(Tudalennau 39 – 54)

Nicola Fitzpatrick, Ysgrifennydd Dros Dro Cymru, Undeb Addysg

Cenedlaethol Cymru

Mairead Canavan, Aelod Gweithredol dros Gymru ar gyfer Undeb Addysg

Cenedlaethol Cymru ac Ysgrifennydd Rhanbarth Bro Morgannwg

Ioan Rhys Jones, Ysgrifennydd Cyffredinol, Undeb Cenedlaethol Athrawon

Cymru (UCAC)

Urtha Felda, Swyddog Polisi a Gwaith Achos, Cymdeithas Genedlaethol yr

Ysgolfeistri ac Undeb yr Athrawesau

Dogfennau atodol:

Papur 3 Undeb Addysg Cenedlaethol Cymru (Saesneg yn unig)

Papur 4 Undeb Cenedlaethol Athrawon Cymru (UCAC)

Papur 5 Cymdeithas Genedlaethol yr Ysgolfeistri ac Undeb yr Athrawesau

(Saesneg yn unig)

4 Bil y Gymraeg ac Addysg (Cymru) – sesiwn dystiolaeth 8

(11.45 – 12.25)

(Tudalennau 55 – 58)

Jonathan Cooper, Cyfarwyddwr Cynorthwyol, Estyn [drwy Zoom]

Mererid Wyn Williams, Cyfarwyddwr Cynorthwyol/Cyfarwyddwr Gwasanaethau

Corfforaethol, Estyn [drwy Zoom]

Dogfennau atodol:

Papur 6 Estyn

5 Papurau i'w nodi

(12.25)

5.1 Bil y Gymraeg ac Addysg (Cymru)

(Tudalennau 59 – 62)

Dogfennau atodol:

Llythyr oddi wrth Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg at Ysgrifennydd y Cabinet dros Gyllid a'r Gymraeg

5.2 Gwybodaeth gan Randdeiliaid

(Tudalennau 63 – 64)

Dogfennau atodol:

Llythyr at Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg oddi wrth Whizz Kidz (Saesneg yn unig)

6 Cynnig o dan Reol Sefydlog 17.42 (ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod hwn.

(12.25)

Cyfarfod preifat

(12.25 – 12.30)

7 Bil y Gymraeg ac Addysg (Cymru) – trafod y dystiolaeth

(12.25 – 12.30)

Mae cyfyngiadau ar y ddogfen hon

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Bil y Gymraeg ac Addysg \(Cymru\)](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Welsh Language and Education \(Wales\) Bill](#)

WLE 10

Ymateb gan: Cymdeithas Arweinwyr Ysgolion a Cholegau

Response from: Association of School and College Leaders (ASCL)

Introduction

1. The Association of School and College Leaders (ASCL) is a professional association and trade union for all school and college leaders. In Wales, ASCL Cymru represents over 93% of secondary school leaders.
2. We work to shape national education policy, provide advice and support to our members. We are proud to speak on behalf of members and act on behalf of children and young people.
3. ASCL Cymru fully supports the promotion and facilitation of Welsh language provision across schools and settings in Wales but does not support the introduction of this Bill at this time. ASCL has significant concerns about the statutory nature of the Bill's content and the educational system's capacity to deliver its expectations, within the current climate of:
 - pressures on school funding
 - the workforce recruitment and retention crisis
 - ongoing workload demands arising out of major policy reforms and their implementation
4. ASCL Cymru 's members have made it clear that they consider the education system to be in crisis due to the pressures that these issues present on a daily basis within their schools and settings. As a result, we feel strongly that the time is not right to introduce this Bill and risk the unintended consequences that it may bring upon the workforce and, consequently, the wellbeing and educational outcomes of the young people of Wales.

Part 1: Promotion and facilitation of use of the Welsh language

5. ASCL Cymru does not oppose the setting of a target to aspire to an increase in the number of Welsh speakers by 2050. However, it does not support the proposed target being introduced into statute as described in the Bill.

6. The most recent census data showed that the percentage of people aged three years or older able to speak Welsh in 2021 was the lowest ever recorded. ¹ ASCL Cymru acknowledges that action is required in order to facilitate an increase in the number of Welsh speakers amongst young people but feels strongly that the current target is unrealistic and would place school leaders under significant pressure to channel resources into the achievement of this target, to the detriment of other educational priorities such as:
- the development of a broad and balanced curriculum aspiring towards creating young people who display the attributes of the four purposes as set out within the Curriculum for Wales
 - closing the gap between those most disadvantaged compared to those least disadvantaged – in particular, by raising standards of literacy and numeracy, alongside transferrable skills that will increase future life chances
 - embedding the new Additional Learning Code within schools and being able to offer appropriate support within a landscape of insufficient funding
 - preparing for the introduction of the suite of new Made-For-Wales Qualifications to support curriculum for Wales as it continues to roll out
 - recruiting and retaining a skilled workforce within a climate of ongoing school workforce shortages
 - managing insufficient school budgets, often accompanied by resources and school buildings that are unfit for purpose
7. ASCL Cymru believes that whatever target is set to guide the education system should be realistic and subject to regular review. In addition, any target set should be non-statutory and used to guide strategic planning around promotion and facilitation of Welsh language within the curriculum and the linguistic demands of the population of Wales.

Part 2: Describing Welsh Language Ability

8. The Curriculum for Wales guidance for the Languages, Literacy and Communication Area of the Curriculum for Wales clearly sets out the expectations for language acquisition through the Progression Code and accompanying descriptions of learning in order to... *'enable learners to communicate effectively using Welsh, English and international languages'*. ² It states that the ...*'descriptions of learning provide guidance on how learners should progress*

¹ [Welsh language in Wales \(Census 2021\) \[HTML\] | GOV.WALES](#)

² [Languages, Literacy and Communication: Introduction - Hwb \(gov.wales\)](#)

within each statement of what matters as they journey through the continuum of learning'. It is ASCL Cymru's understanding, through dialogue with those responsible for developing the new curriculum, that the Common European Framework of Reference for Languages (CEFR) was reflected in the development of the descriptions of learning and progression within the Area.

9. It is ASCL Cymru's belief that the introduction of an additional lingual continuum or framework, such as the CEFR framework, would present additional workload amongst the profession and confusion for those already familiar with working within the guidance of the existing descriptions of learning and Progression Code.

Part 3: Welsh Language Education

10. To achieve the target of a million Welsh speakers by 2050, a significant increase in the Welsh language capacity of the school workforce would be necessary. Recruitment and retention is an ongoing issue for education in Wales. This is particularly the case in a number of shortage areas which includes Welsh medium education. To achieve Welsh Government's target for the number of Welsh speakers, through a broadening of Welsh medium education, there would need to be a significant increase in the number of teachers able to work through the medium of Welsh.
11. The Education Workforce Council's annual statistics³ indicate that in 2024 the total number of registered teachers with the ability to work through the medium of Welsh formed 26.5% of the workforce. This demonstrates a gradual decline since 2020 when the figure was 27.2%. This is mirrored in the number of teachers able to speak Welsh which has shown a declining trend from 33.6% in 2020 to 33% in 2024.
12. In order to meet the increased demand for Welsh medium education, there would need to be an uplift in recruitment into the workforce. However, recruitment into initial teacher education (ITE) remains an issue, particularly at secondary level and does not currently meet its targets. Low recruitment numbers have been observed in general across all ITE partnerships in Wales and, after a slight uplift, have returned to pre-pandemic levels. However, even during this period, shortage subjects including Welsh medium and Welsh language in English medium secondary remains undersubscribed.⁴

³ [Annual Education Workforce Statistics \(ewc.wales\)](https://www.ewc.wales/)

⁴ [What is the education workforce's role in meeting the Welsh Government Cymraeg 2050 targets? \(senedd.wales\)](https://www.senedd.wales/)

13. An additional concern lies with those teachers who are increasingly required to teach Welsh language but are trained to teach other subjects within the curriculum. The qualities and skills of a linguist are specialist. Since 2021, the workforce statistics have shown that the number of Welsh teachers in secondary schools teaching but not trained to teach Welsh has risen from 25.7 to 27.7%.
14. Learning support workers play a vital role within schools, particularly for those children with additional learning needs. The demand for learning support workers who are able to speak Welsh (currently 20.3%) would inevitably need to increase significantly as would those able to work through the medium of Welsh (currently 17.5%) as increased capacity for Welsh medium education progressed. Whilst this figure has increased slightly over the 5-year trend (16.7%), it will be necessary to recruit significantly more learning support workers with capacity to work in Welsh if the Welsh Government target is to be supported adequately.
15. To support the recruitment and retention of teachers who are able to teach through the medium of Welsh, the range of necessary resources alongside leadership support and guidance will need to be enhanced. This will inevitably have demands upon the already significantly underfunded education system in Wales. This focus on addressing additional statutory provision beyond the current curriculum reform risks negatively impacting upon outcomes and wellbeing of young people in schools through further erosion of sufficient resourcing and quality of support. This would be a significant concern should the Bill be introduced without a significant uplift in education funding.
16. ASCL Cymru considers that increasing both Welsh-medium provision and the Welsh language contact hours in all schools in Wales will be extremely challenging, when considering the staffing and recruitment crisis discussed above.

Part 4: Planning Welsh Language Education and Learning

17. ASCL Cymru believes that there are a number of essential factors to be addressed prior to implementation of the Bill being considered. This includes an urgent assessment of the impact implementation would have on the workload of those working within the profession. This was not carried out prior to the publication of the Bill and is now to be carried out retrospectively.

18. ASCL Cymru has concerns regarding the capacity within the existing education system and how this would need to change to accommodate the breadth of demands of the Bill.

19. Prior to implementation of the Bill it would be necessary to carry out an assessment of needs to meet the requirements of the Bill across the system. This would include exploration of:

- The interventions required to improve Welsh language skills amongst the existing workforce so that they have the level of confidence and skill required for high quality Welsh medium provision
- The nature and level of intervention required
- The time allocation required to deliver interventions
- Appropriate funding for provision

As the provision outlined above does not exist within the current workload, directed hours or finances of school, it would be necessary for it to be funded in addition to the current level of schools' allocated financial and time budgets.

20. In order to upskill the education workforce, as outlined above, a comprehensive national professional learning programme would need to be put in place. There are already considerable demands on the workforce to embrace expectations brought by the current reforms within Welsh education. Teachers and school leaders in Wales are already struggling with the increased workload that has been placed on them over recent years and have no capacity to take on more. As Professor Dylan Williams noted in his review of roles and responsibilities of education partners in Wales...*'School leaders said they feel overwhelmed by the amount of change in the system and felt that there was a lack of clarity about national reforms in some key areas like curriculum, progression and ALN.'* This is further supported by the Welsh Government's establishment of workload stakeholder groups who are exploring ways of reducing the current workload demands.

21. ASCL Cymru also believes that the proposals for the introduction of the Welsh in Education Implementation Plan (WEIP) for local authorities is heavily bureaucratic and will require the allocation of many man hours for their administration and monitoring. This is a further pressure on already inadequate finances and should be considered as an aspect within the evaluation, improvement and accountability framework currently in its implementation phase within the education system in Wales.

Part 5: National Institute for Learning Welsh

22. ASCL Cymru agrees in principle with the proposal to establish a national body to support the promotion and facilitation of the Welsh language. However, it considers that this should work in partnership with local authorities, schools and settings. As such its focus should be on supporting learners that fall outside the 3-16 setting and compulsory education. This would enable school leaders to maintain autonomy and agency in embracing Welsh education within their strategic planning. ASCL Cymru believes that the 3-16 education workforce, supported by local authorities and led by a clear Welsh Government vision for education is the best way to raise standards in our schools to the desired level.

Part 6: General

23. The recruitment of Welsh-speaking individuals is highly competitive, not just in education, but across other sectors and professions. ASCL Cymru, therefore, has concerns regarding a sufficient supply of Welsh speaking recruits with the appropriate knowledge, skills and attributes for a career in teaching. We feel that the demands placed on local authorities to meet recruitment targets published through their Welsh in Education Implementation Plans (WEIP) places an additional unnecessary burden and will channel resources disproportionately. The focus now, and in the coming years, must be on improving educational outcomes across a breadth of curriculum experiences. This must happen through the development of a strong and capable workforce with the appropriate expertise to equip our increasingly diverse population of young people with the attributes described within the four purposes of Curriculum for Wales

24. The Welsh Government budget settlement for 2024-25 is still up to £700m lower in real terms than expected at the time of the 2021 Spending Review and our Budget in 2024-25 is £3bn lower than if it had grown in line with GDP since 2010.⁵ Furthermore, a Senedd report⁶ indicates that local authorities face a £432m funding gap which will, inevitably, put front line services at risk. The introduction of the Bill would undoubtedly bring about further significant funding challenges through the associated resource implications including the development of new teaching materials, professional learning, and infrastructure adjustments to support more bilingual and Welsh medium settings.

25. ASCL Cymru believes that equitable access to Welsh-medium education must be given across all regions of Wales but should take into consideration the level of demand. This

⁵ [Written Statement: Welsh Government response to the UK Budget 2024 \(6 March 2024\) | GOV.WALES](#)

⁶ [How is the Welsh Government spending its budget in 2024-25? \(senedd.wales\)](#)

would require substantial investment in expanding Welsh-medium schools and resources at considerable expense in a climate of financial crisis in education.

26. Maintaining the quality of education while developing learners' proficiency along the language continuum would demand ongoing financial support for curriculum development, assessment tools, and language support services. Balancing these funding needs against existing budget constraints that are challenging the maintenance of front-line services would add to the present an impossible challenge

27. Our education landscape in Wales is in a period of significant reform which includes Curriculum for Wales and the new Additional Learning Needs Code, our profession also faces a workload, recruitment, and retention crisis. School leaders have found the challenge this poses overwhelming at times, this was highlighted by Professor Dylan Jones in his recent review.⁷ The workforce requires a period of time to implement and embed fully the current reforms as well as the capacity to address the other pressing challenges such as behaviour and attendance alongside the need to improve standards in literacy and numeracy. The additional pressures on workload that implementation of the Bill would demand is currently unsustainable and may, ultimately, impact upon its success if it proceeds within the current environment.

⁷ [Review of roles and responsibilities of education partners in Wales and delivery of school improvement arrangements: letter to the minister \[HTML\] | GOV.WALES](#)

This response was submitted to the [Children, Young People and Education Committee on the Welsh Language and Education \(Wales\) Bill](#)

WLE 08

Ymateb gan: Cymdeithas Genedlaethol y Prifathrawon

Response from: National Association of Headteachers (NAHT)

We agree with the laudable aim of the proposed Bill. We believe that including provision on the target for one million Welsh speakers on the face of the Bill will give a strong and clear signal of its importance to the people of Wales, now and in the future.

For this policy to be successful, there needs to be strong, joined-up thinking on how it is to be delivered effectively. Giving the target a formal, legal basis means that it then becomes essential to describe precisely the support and funding that the Welsh Government intends to put into place to ensure that target can be met. This is both in terms of making sure that there is a sufficient number of appropriately trained, rewarded and supported teachers and making sufficient school places and teachers available in the right areas to achieve the target.

We believe there would be no merit in having a legal basis for a target that is solely aspirational and without there being clarity on the funding and support which will make it achievable. Increasing the Welsh language offer across schools in Wales, takes time and funding.

However, we cannot ignore the elephant in the room. Funding for schools in Wales is at a crisis point, members of NAHT Cymru have told us this year that half expect to report a deficit in their end of year budget for 2024/25. A majority of our members are making significant cuts to resources, cutting support and teaching staff hours and in some cases, employees in order to balance their budgets.

With so many leaders unable to properly fund the ALN provision, meet the appropriate staffing levels, or make important repairs to school buildings, NAHT Cymru cannot support additional ringfenced funding for training teachers to teach in the Welsh Language without ensuring that funding levels are enough to even deliver the basics of frontline, statutory functions.

NAHT Cymru believe that growing the Welsh Language is laudable, ambitious a positive step forward for Wales, but the existing crisis issues must be addressed before we can begin steps towards increasing the Welsh language offering in schools.

In terms of their role place planning, teacher support and training and ensuring the effective delivery of the target and in taking appropriate remedial action if it looks in danger of not being met. To be able to achieve this, the local authorities themselves need to be sufficiently funded and supported by Welsh Government.

The consultation in June suggested that minimum targets could be effective provided

it is set appropriately and represents the right level of challenge and stretch. There is a danger that targets could have unintended consequences and drive negative behaviours. As with any language learning, young people will be motivated to learn to speak Welsh for themselves by being encouraged and enthused to do so, not by being overly assessed and examined.

There are clear implications in setting a target for what it means for the number of teachers required to be able to speak Welsh themselves, what amount and level of training is needed to reach that number, and how that training is to be fully funded, what pay and other financial incentives are needed, what support those teachers are to be given, whether the teachers needed are in the same geographical areas as the demand and the opportunity cost.

It is hard enough at present for schools to find suitable teachers, particularly in shortage subjects such as science and maths, without there being additional linguistic requirements on potential candidates. It is also the case, given the often highly limited number of potential candidates, that where one school is successful in recruiting a teacher who is fluent in Welsh, that teacher is then not available to meet another school's need.

NAHT Cymru are concerned that targets will not account for the existing problems in the system. The growth of Welsh language should be sustainable and realistic. The target proposed by Ministers is one that is to be written into legislation, so Ministers must show the necessary leadership and be visibly supportive to enable the target to be met.

There should also be a workload impact assessment to assess the likely effect on the existing workload of the proposals on Welsh language provision, with due consideration of what work would be ended to make room for this new workload pressure. That impact assessment should consider the pressures created by the need to cover regular staff absence for training, including availability of supply cover, not adding supply duties to leaders workload, impact on pupils and parental responses to teacher absence; an assessment of the cost of ensuring that all training is fully funded; the workload associated with any tracking and reporting of language progress against targets, both for staff and pupils; the impact on school management in encouraging and supporting staff and pupils; the interplay between this policy and other new initiatives for leadership capacity and overload; and questions about how schools will be held to account and by whom, including mitigation of any unintended consequences or perverse incentives flowing from this.

Initiatives such as the sabbatical to promote Welsh language learning, while welcomed and valued by the teachers involved, are having limited long-term impact in communities where the demand among local communities for the Welsh language

is low. For it to be successful and become embedded, Welsh language learning needs to have a community-wide focus, not just a school-based one.

NAHT Cymru agree in principle that all schools should increase their Welsh language provision over time, however as we have stated, this must be realistic and cannot be done successfully in isolation without considering the wider systemic funding issues. Increasing Welsh language provision needs to be done with care and targets need to be realistic and not aspirational or open-ended. However, there may be exceptional cases where it would not be appropriate, for example if there is for whatever reason little demand within a particular geographical area or local community for Welsh language learning. The proposal also needs to take careful consideration of the learning and emotional needs of children within a school, particularly those with learning disabilities and other special educational needs.

Finally, the appropriate level of financial support and training to ensure that there is a sufficient supply of teachers able to offer Welsh provision in schools; a means to ensure that delivery is taking place in the areas where demand and need are higher; and careful consideration of what action to take if it becomes clear that that target is in danger of not being met. It is also important to put an emphasis on ability in spoken Welsh as it is a living language, rather than on a more analytical approach to the written language. It is also important that teaching standards are not in any way reduced in the push to meet language targets, and that the standards required to be a teacher remain in place, with fluency an additional skill.

Welsh Language Education Bill – General principles NEU Cymru response for Children, Young People and Education Committee Oral Evidence session.

Background

NEU Cymru welcomes the opportunity to respond to the General Principles of the Welsh Language Education Bill.

NEU Cymru position

NEU Cymru supports the Cymraeg 2050 as a long-term strategy and national ambition, to increase the numbers of Welsh speakers in Wales.

Whilst there is much to welcome in this legislation, the Bill will need amending, and sufficient funds allocated to it, in order for this legislation to work in practice.

Too many times in Wales, we have seen aspiration not matched by implementation. Despite warnings from the trade unions during the legislative process, we have seen both Additional Learning Needs (ALN) and curriculum reform fail to meet expectations in our classrooms, as insufficient funding, training and time have been allocated to the education workforce, to meet the increasing demands.

Key considerations

Whilst NEU Cymru supports the Cymraeg 2050 as a long-term strategy and national ambition, we're not sure if this should be incorporated in the bill, especially without a commitment for significant funding, as this puts significant pressure on schools and local authorities.

It is important to note, the Bill aims to increase the amount of Welsh taught in schools, and will see schools encouraged to do this by changing their categories. Schools can move to a new category to increase their Welsh medium teaching, but cannot move back again. This will have a significant impact on the education workforce, and they must be consulted (via recognised trade unions) at every stage.

It is critical that this legislation does not have unintended consequences, including there should be no redundancies associated with implementation of this legislation.

Therefore, we request the Welsh Government to undertake an urgent Workload Impact Assessment, in partnership with the trade unions. We would also welcome a more comprehensive Equality Impact Assessment, which examines how this Bill will impact different groups within the workforce, including women and older workers.

We are concerned the expectation for learners to reach “B2” on the Common European Framework of Languages (CFER) – which appears to represent leaving school with an A level equivalent in Welsh. This seems ambitious, and given the level of need within the workforce to acquire Welsh Language skills, unrealistic. We believe outcomes should be for individual schools to decide, based on their learners.

We have set out a series of key concerns by theme below.

Recruitment

At this time we do not have enough teachers able to teach through the medium of Welsh, let alone if we increase Welsh language requirements. We have repeatedly asked that the Welsh Government undertakes a comprehensive audit of education professionals’ Welsh Language ability, so that they know the recruitment and training needs of the workforce. Without this, it is impossible to develop a realistic costings for the Bill.

Training

Training needs to be made available to everyone in the workforce who wants to increase their ability to teach through the medium of Welsh.

We believe that experienced teachers and support staff have vital skills, and should be given the opportunity to learn Welsh, and the associated training and time to do so. We cannot rely on the idea that people new to teaching will become the Welsh language teachers of the future.

We surveyed our members in Wales on the White Paper proposals in 2023, and asked respondents to place themselves in one of seven Welsh speaking categories, e.g. I am a confident, but not fluent, Welsh speaker, and would like more support to be confident enough to teach through the medium of Welsh. Fifty-five per cent (55%) of respondents who either speak a lot of Welsh, are confident, or fluent Welsh speakers said they’d like more support to be confident enough to teach through the medium of Welsh.

We understand that some sources¹ say that learners take approximately 200 guided learning hours for a language learner to progress from one level of the Common European Framework of Reference (CEFR) to the next. Therefore, to arrive at an outcome that's synonymous to level B2 from a starting point of level A1, will take between 500 and 600 guided learning hours in total.

It is clear extra non-contact time would need to be found for the education workforce, if they are expected to increase teaching through the medium of Welsh.

Additional Learning Needs (ALN)

Whilst the Bill as drafted doesn't require special or ALN schools to teach a certain amount of Welsh language, it does not contain any differentiation in terms of expectations for children in mainstream school with an additional learning need – or for disabled children without ALN and associated individual Development Plan (IDP).

Indeed, we do not know how many children there are in mainstream school who would have previously been identified as having additional learning needs, as the numbers identified have dropped significantly since the introduction of the ALNET Act². Our members tell us these children are still in school, it is that they are expected to support them without additional support, through “universal provision”.

Given this, we believe that this proposed Welsh language legislation is ambitious. We don't know how many children in Wales require additional support, so it would be unhelpful to expect them to carry out higher levels of Welsh Language learning, without support in place. All schools should decide each child's expected outcome by the end of Year 11, there should not be a universal expectation of B2.

Workload

To that end, it is clear teachers are going to need an increased amount of PPA time to support children and young people in their learning, but also to improve their own levels of Welsh.

Those who are in the system, who have a wealth of pedagogical experience, are critical to education in Wales. We must ensure that this legislation does not cause any redundancies, but that we nurture the experience and expertise we have in every classroom.

¹

² <https://www.gov.wales/schools-census-results>

It is therefore vital that we ensure that the existing workforce has time outside of the classroom to learn, improve and practice their Welsh.

A specific language impact assessment should be carried out before specifying the language medium of a new school, together with a Workload Impact Assessment and an Equality Impact Assessment. These, along with a consideration of the targets that are to be achieved through their WESPs, would provide the local authority with evidence to consider in taking a decision.

Union representation

The Bill lists consultees in several sections, for example Sections 26 and 28. These must include recognised trade unions, who represent the relevant workforce, on the face of the Bill – in line with social partnership principles in Wales.

Suggested amendment: Add to Section 26 (1) (f) Recognised trades unions of the education workforce.

This amendment would mean that Welsh Ministers would have to consult with recognised trade unions when setting out the National Framework.

Suggested amendment: Add to Section 28 (1) (b) (viii) Recognised trade unions of the education workforce

This amendment would mean that local authorities would have to consult with the recognised trade unions when completing local plans.

School categorisation

School categories according to Welsh-medium provision were reviewed and amended back in 2021 to ensure local authorities, when creating local policies, consider the new structure as an asset to their planning processes and easy to adopt, and to set simple definitions that explain provision clearly using a limited number of categories and therefore gain commitment for the new structure.

The above changes have not had time to have a real effect on the Cymraeg 2050 strategy, therefore we are concerned that this legislation is a response to a situation which has not yet had time for full implementation, and therefore may contain some unintended consequences.

We believe that schools should be given the utmost support and appropriate funding to move between categories, ensuring all staff have access to training at the appropriate level to meet any additional language requirements.

In our response to the to the 'School categories according to Welsh-medium provision' consultation back in 2021 we highlighted some concerns with regards to the transitional categories as we felt the changes wouldn't encourage schools, especially those in Category 1 (English medium), to increase the amount of Welsh medium provision. For example, in a Primary setting, to move from Category 1 to Category 2 (Welsh / English), the school must increase its provision of Welsh medium education by at least 35%, which is a significant increase, especially in some areas, where there are already not enough teachers able to teach through the medium of Welsh.

Similarly, to move from Category 2 to Category 3 (Welsh medium), the school must increase its provision of Welsh medium education by at least 30%, which again is a big increase, and will need significant time and investment. The increases are similar for Secondary settings.

The ability of a Secondary school to transition to the next category is dependent upon the categories of its feeder Primary schools. Secondary schools who want to transition to the next category must be enabled to consult with their feeder schools to assess if this transition is possible within the period allowed.

There should be a clear role for Welsh Ministers, and that is to work with local authorities to achieve the desired linguistic outcome for learners, based on their WESPs.

It is recommended that schools should be in the transitional sub-category for at least 5 years and no more than 10 years to successfully oversee a seamless transition from one category to another. Whilst agree with this time period in principle, we believe that trade unions must be consulted at every stage.

Minimum contact hours

We disagree with Welsh Ministers setting a minimum time in terms of Welsh language contact hours that learners are expected to receive, in accordance with the category. Care needs to be taken when imposing a minimum amount of Welsh language provision on an English-medium school, especially if those schools do not have the teaching staff to be

able to teach Welsh (as a subject) and teach through the medium of Welsh.

A minimum amount of Welsh language provision should be recommended but the delivery depends on the number of teaching staff that are enabled to teach through the medium of Welsh. This makes the mapping of school staff, to establish staff proficiency and confidence in teaching through the medium of Welsh, a matter of urgency and need to be undertaken immediately if it hasn't already started. NEU Cymru raised this issue as a matter of urgency in the 'School categories according to Welsh-medium provision' consultation back in 2021.

Imposing a minimum amount of provision could have an adverse effect on staff, especially if staff aren't confident in teaching through the medium of Welsh. We surveyed our members in Wales on the White Paper proposals in 2023, and asked respondents to place themselves in one of seven Welsh speaking categories, e.g. I am a confident, but not fluent, Welsh speaker, and would like more support to be confident enough to teach through the medium of Welsh. Fifty-five per cent (55%) of respondents who either speak a lot of Welsh, are confident, or fluent Welsh speakers said they'd like more support to be confident enough to teach through the medium of Welsh.

As we have said, learners could need between 320 and 400 guided learning hours to reach level B2, between 520 and 600 guided learning hours to reach level C2, and between 720 and 900 guided learning hours to reach level C1. This will have a significant impact on the timetable, and the Welsh Government need to set out what learners and the workforce can stop doing, in order to make this ambitious Bill a reality.

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg ar Bil y Gymraeg ac Addysg \(Cymru\)](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Welsh Language and Education \(Wales\) Bill](#)

WLE 09

Ymateb gan: Undeb Cenedlaethol Athrawon Cymru (UCAC)

Response from: Undeb Cenedlaethol Athrawon Cymru (UCAC)

1. Egwyddorion cyffredinol Bil y Gymraeg ac Addysg (Cymru) a'r angen am ddeddfwriaeth i gyflawni'r bwriad polisi a nodir

- 1.1 Rydym yn croesawu unrhyw strategaeth i hybu a hwyluso a sicrhau cynnydd yn y defnydd o'r Gymraeg. Rydym o'r farn, felly, fod gosod targed cynnydd penodol, meintiol mewn deddfwriaeth yn rhywbeth i'w ganmol. (Rhan 1:1) Cytunwn hefyd fod gan addysg ran bwysig i'w chwarae wrth anelu at y nod o filiwn o siaradwyr Cymraeg. O'r herwydd, teimlwn yn gryf fod angen sicrhau buddsoddiad sylweddol ym maes addysg, er mwyn gallu gwireddu'r dyheadau. Mae'r uchelgais a roddir o gael pob disgybl diwedd oedran ysgol gorfodol yn ddefnyddiwr Cymraeg annibynnol yn un clodwiw ac uchelgeisiol. Fodd bynnag, rhaid cadw mewn cof fod angen cyllid, amser ac adnoddau digonol er mwyn gwireddu'r dyhead.
- 1.2 Credwn fod datblygu Fframwaith Cyfeirio Cyffredin Ewropeaidd, a gosod y fframwaith mewn deddfwriaeth, yn gam pwysig tuag at sicrhau cysondeb. Bydd y cysondeb hwn a fydd yn deillio o'r ddeddfwriaeth yn gyfle i gyplysu ac alinio'r Fframwaith gyda chymwysterau (e.e. TGAU) a chyda gofynion amrywiol swyddi. Bydd y fframwaith yn sylfaen ar gyfer unigolion, ysgolion, byrddau arholi, awdurdodau lleol a gweithleoedd.
- 1.3 Mae gosod ysgolion ar daith ieithyddol yn ôl categori hefyd yn ymddangos yn gam i'r cyfeiriad cywir. Croesawn y ffaith mai dyhead y Bil yw cynyddu defnydd y Gymraeg yn ein hysgolion, ond mae gennym bryder ynghylch natur a diffiniad y categorïau, fel yr esboniwn yn nes ymlaen.
- 1.4 Yn gyffredinol, mae holl gynnwys y Bil yn gam cadarnhaol iawn ac yn ddatblygiad allweddol o ran yr iaith Gymraeg ac mae yma botensial i wneud gwahaniaeth mawr i gyflwr a statws yr iaith yn y Gymru sydd ohoni. Rydym yn hapus iawn gydag egwyddorion cyffredinol y Bil ac yn croesawu'r ddeddfwriaeth a ddylai rymuso a chadarnhau statws yr iaith.

2. A oes unrhyw rwystrau posibl i weithredu darpariaethau'r Bil ac a yw'r Bil yn eu hystyried?

a) prinder gweithlu

- 2.1 Os yw addysg yn mynd i gyfrannu at wireddu dyheadau'r Bil, yna ni ellir pwysleisio digon pa mor allweddol fydd sicrhau gweithlu digonol o fewn ysgolion Cymraeg ac ysgolion cyfrwng Saesneg i gyflawni'r dyheadau hyn. Yn ddi-os, bydd oblygiadau i'r proffesiwn o ran recriwtio staff a sicrhau hyfforddiant priodol iddynt ac, yn ogystal, bydd angen darparu adnoddau ac

amser i gefnogi ysgolion. Rhaid cynllunio'n strategol ar gyfer y gofynion newydd. Mae ysgolion yn wynebu heriau cyllidol ar hyn o bryd ac yn sgil hynny gwelwyd nifer o athrawon yn colli swyddi. Nid yw sefyllfa o'r fath yn ffafriol i wireddu dyheadau a thargedau'r Bil. Fodd bynnag, mae uchelgeisiau'r Bil hwn mor allweddol, mae'n bwysig bod y gefnogaeth briodol yn cael ei rhoi, er mwyn sicrhau ei lwyddiant.

- 2.2 Mae peth gwaith eisoes wedi ei wneud yng *Nghynllun y gweithlu Cymraeg mewn addysg*, ond mae angen datblygu'r gwaith hwn ymhellach a sicrhau bod y cynlluniau sydd wedi eu nodi ynddo yn cael eu gwireddu.
- 2.3 Er mwyn recriwtio a chadw staff dysgu, bydd yn rhaid sicrhau bod y proffesiwn dysgu yn un apelgar, gyda'r telerau a'r amodau gwaith gorau posibl. Rhaid sicrhau hyblygrwydd o fewn y proffesiwn, ynghyd ag amodau gwaith teg, gan roi sylw yn ddiymdroi i lwyth gwaith athrawon. Mae hi'n gwbl amlwg fod athrawon yn wynebu llwyth gwaith gormodol ar hyn o bryd. Nid yn unig mae angen recriwtio mwy o athrawon, ond mae angen sicrhau cefnogaeth ddigonol iddynt wedi iddynt ddechrau ar eu gyrfa. Os cynigir cymhellion, dylid olrhain llwybrau gyrfa y sawl sy'n eu derbyn a gosod amod ar y bwrsariaethau, e.e ymrwymiad i ddysgu yng Nghymru am gyfnod penodol.

ch) cyfleoedd hyfforddiant

- 2.4 Law yn llaw â'r prinder gweithlu, mae'n rhaid rhoi ystyriaeth hefyd i'r gefnogaeth a'r hyfforddiant ieithyddol sydd ar gael i athrawon a darpar athrawon. Mae angen sicrhau bod addysg gychwynnol athrawon yn cynnig yr hyfforddiant priodol, gan roi sylw i ofynion Bil y Gymraeg ac Addysg a hynny o fewn cyd-destun ysgolion o bob categori. Dylid sicrhau bod hyfforddiant cyffelyb ar gael i athrawon fel rhan o'u datblygiad proffesiynol parhaus. Mae angen cynllunio hyn yn strategol, cyn gynted â phosibl.

b) amwysedd terminoleg

- 2.5 Mae'n hollbwysig bod ieithwedd a therminoleg y Bil yn gwbl glir. Teimlir bod amwysedd o ran pwy sy'n cael ei ystyried yn 'siaradwr Cymraeg' (Rhan 1:3 (1)). A yw 'hunanasesiad' oedolyn neu 'asesiadau rhiant neu ofalwr' (2:3(2)) yn mynd i fod yn dystiolaeth ddigon cydnerth? Cafwyd pryder yn dilyn cyfrifiad 2021, gyda nifer yn cwestiynu'r data. Heb weld beth yw'r canllawiau ar gyfer yr asesiadau y sonnir amdanynt yn 3:3 (4), mae'n anodd gwybod a fydd y data y tro hwn yn fwy cydnerth a'i bod yn gwbl glir beth a olygir wrth 'siaradwr Cymraeg'.
- 2.6 Rydym hefyd o'r farn fod angen mwy o eglurder ynghylch categorïau ieithyddol ysgolion. Rhaid sicrhau mai cadarnhau statws y Gymraeg fydd y categororeiddio ac nid glastwreiddio statws yr iaith. Mae'n destun pryder mai'r nod ieithyddol ar gyfer ysgolion 'Dwy Iaith' yw bod y disgyblion yn cyrraedd lefel cyfeirio gyffredin o B2 neu B1. Dylid disgwyl i nifer helaeth disgyblion mewn ysgolion o'r fath gyrraedd C1 neu C2. Mae perygl gwirioneddol yma y bydd disgwyliadau ar ddisgyblion mewn rhai o'n hysgolion yn gostwng ac na fydd y disgwyliadau'n ddigon heriol. Mae angen bod yn gwbl glir i ba categori y mae ysgol yn perthyn a sicrhau bod disgwyliadau o ran y Gymraeg yn gydnaws â chyd-destun yr ysgol.

c) esemptiadau

2.7 Mae pryder y bydd rhai ysgolion yn ceisio esemptiad (3:18), oherwydd nad oes athrawon ar gael i addysgu drwy gyfrwng y Gymraeg, neu am resymau eraill. Mae hyd unrhyw esemptiad posibl yn peri gofid hefyd (tair blynedd a chyfle i ymestyn ymhellach). Mae'n rhaid gwneud parataodau trylwyr a darpariaethau manwl, er mwyn sicrhau llwyddiant y Bil ac nad oes angen esemptiad ar unrhyw ysgol. Mae cynllunio strategol yn hanfodol. Mae'r perygl o geisio esemptiad yn arbennig o berthnasol i ysgolion ar y ffin a'r rheiny sydd mewn ardaloedd Seisnig iawn.

d) anghysondeb a allai fygwth cyfartaledd cyfleoedd

- addysg drochi hwyr

2.8 Croesawn y cyfeiriadau at addysg drochi hwyr a chytunwn y dylai gwybodaeth am gynllun trochi fod yn rhan o bob pecyn gwybodaeth a gyflwynir i hwyrddyfodiaid. Rydym yn poeni, fodd bynnag, na fydd y cyfleoedd yr un fath i bob disgybl yng Nghymru. Dylai darpariaeth trochi hwyr fod ar gael i bob plentyn lle bynnag y mae ei gartref, beth bynnag yw ei allu, felly rhaid cael rhwydwaith o ganolfannau trochi ledled Cymru.

- oriau cyswllt

2.9 Mae hi hefyd yn bwysig bod ysgolion 'cyfrwng Saesneg' yn gorfod darparu digon o oriau cyswllt i sicrhau bod y dysgwyr yn datblygu'n siaradwyr hyderus. Ni ddylai ysgolion cyfrwng Saesneg fod mewn sefyllfa lle y byddai'n medru cynnig arlwy mwy amrywiol o bynciau nag ysgolion cyfrwng Cymraeg, gan na fyddai gofyn iddynt gynnig cymaint o oriau cyswllt o ran y Gymraeg. Dylai nifer y gwersi Cymraeg fod yr un fath mewn ysgolion cyfrwng Saesneg a Chymraeg. Dylai'r isafswm a nodir gael ei fonitro gan awdurdodau lleol a Gweinidgoion y Llywodraeth.

- Yr Athrofa (sicrhau eglurder)

2.10 Mae sefydlu'r Athrofa er mwyn diwallu anghenion amrywiol fel y'u rhestrir yn y Bil yn rhywbeth i'w groesawu. Fodd bynnag, mae'n bwysig bod cydweithio rhwng Yr Athrofa a sefydliadau eraill mewn ffordd integredig. Bydd angen edrych yn drylwyr ar yr hyn sydd eisoes wedi ei gyflawni, gan fod yn barod i werthuso yn feirniadol a gonest, er mwyn camu ymlaen yn y ffordd fwyaf effeithiol a mwyaf priodol ar gyfer y dyfodol. Mae'n bwysig bod yr Athrofa yn cael y gefnogaeth a'r cyllid priodol, fel y gall sicrhau bod y dulliau mwyaf effeithiol, gan gynnwys y datblygiadau technolegol diweddaraf, yn cael eu defnyddio er mwyn sicrhau y cynnydd gorau posibl wrth ddatblygu sgiliau Cymraeg y gweithlu.

3. Priodoldeb y pwerau yn y Bil i Weinidogion Cymru wneud is-ddeddfwriaeth

3.1 Mae'n bwysig nodi bod angen mwy o fanylion ynghylch categorïau ysgolion. Mae hwn yn fater allweddol ac mae'n hollbwysig ein bod yn cael hwn yn gywir – gallai arwain at lwyddiant neu fethiant y Bil.

3.2 Yn yr un modd, teimlir bod yn rhaid bod yn gwbl eglur beth yw rôl yr Athrofa, gan sicrhau ei bod yn gwbl glir beth yn union yw'r disgwyliadau a sut y bydd y gwahanol sefydliadau yn cydweithio.

4. A oes canlyniadau anfwriadol yn deillio o'r Bil?

- 4.1 Rydym yn croesawu pob ymdrech i gynyddu'r ddarpariaeth Gymraeg mewn ysgolion, ond rydym yn poeni y gallai cynnydd yn y ddarpariaeth greu cam argraff mewn rhai achosion. Ni ddylid colli golwg ar y ffaith mai addysg cyfrwng Cymraeg yw'r ffordd orau o sicrhau siaradwyr hyderus, naturiol.
- Rydym yn ofni y gallai rhai rhieni dybio (yn anghywir felly yn ein barn ni), y byddai eu plant yn dod yn siaradwyr rhugl o fewn ysgolion cyfrwng Saesneg.
 - Rydym yn pryderu y gallai'r sefyllfa hon arwain at gyfyngu ar ddatblygiad ysgolion cyfrwng Cymraeg.
Byddai a) a b) fel ei gilydd yn mynd yn gwbl groes i egwyddorion ac uchelgeisiau'r Bil. Tybiwn fod angen sicrhau bod gan bob disgybl yng Nghymru yr hawl i addysg cyfrwng Cymraeg ac os nad oes darpariaeth ar gael yn lleol, bod trefniadau ar waith i gludo'r disgybl am ddim i'r ysgol cyfrwng Cymraeg agosaf a hynny o fewn pellter rhesymol.

5. Beth yw goblygiadau ariannol y Bil (rhan 2)?

5.1 Mae'n hollbwysig bod awdurdodau lleol, ysgolion a sefydliadau sy'n darparu hyfforddiant cychwynnol i athrawon yn derbyn yr arian sydd ei angen ar gyfer sicrhau gweithlu ac adnoddau digonol. Mae angen ystyried y bydd ysgolion yn wynebu costau cynyddol wrth iddynt orfod cynyddu/gwella eu darpariaeth o ran y Gymraeg. Mae cyfeiriad at hyn yn y ddogfen, ond yn yr hinsawdd gyllidol heriol sydd ohoni, mae angen sicrwydd y bydd digon o arian yn cael ei neilltuo i'r diben hwn. Mae'n bwysig hefyd sicrhau bod cryn swm o arian yn cael ei neilltuo ar gyfer recriwtio ac uwchsgilio'r gweithlu. Ni ellir pwysleisio digon pa mor bwysig yw cael y nifer angenrheidiol o staff cymwys.

5.2 Bydd cost ychwanegol (o ran amser) i ddelio gyda chwestiynau, ymholiadau ayb a fydd ynghlwm wrth y newidiadau arfaethedig. Mae'n bwysig hefyd ystyried y gost ychwanegol ar gyfer sicrhau cefnogaeth i ddarpar athrawon wrth iddynt ddilyn cyrsiau hyfforddi, ariannu cyrsiau gloywi iaith a chyrsiau iaith, sicrhau hyfforddiant penodol ar gyfer dysgu drwy gyfrwng y Gymraeg, darparu cyllid digonol ar gyfer darparu gweithgareddau allgyrsiol mewn ysgolion.

5.3 Fel y nodir yn y Memorandwm Esboniadol (tudalen 112), mae'r Bil 'yn cysylltu'r targed o filiwn o siaradwyr Cymraeg yn glir â'r seilwaith a'r prosesau cynllunio sydd ynghlwm wrth gynyddu addysg Gymraeg.' Mae'n bwysig, felly, bod buddsoddiad sylweddol mewn addysg Gymraeg.

5.4 Ymddengys fod yr Athrofa Genedlaethol yn mynd i fod yn sefydliad ehangach ei ddyletswyddau na'r Ganolfan Gymraeg bresennol. Mae angen mwy o eglurder nag a geir ar hyn o bryd o ran cyllideb yr Athrofa. Er mwyn sicrhau bod yr Athrofa'n datblygu yn y modd mwyaf effeithiol, mae'n rhaid sicrhau bod ei rôl yn glir a bod cyllid digonol yn cael ei neilltuo ar gyfer datblygiadau ym maes dysgu ieithoedd e.e datblygiadau technolegol.

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Bil y Gymraeg ac Addysg \(Cymru\)](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Welsh Language and Education \(Wales\) Bill](#)

WLE 03

Ymateb gan: Cymdeithas Genedlaethol yr Ysgolfeistri ac Undeb yr Athrawesau

Response from: The National Association of Schoolmasters Union of Women Teachers (NASUWT)

**CYPE Consultation on:
Welsh Government Welsh Language and Education Bill 2024:
'A million Welsh speakers by 2050'
October 2024**

1. The NASUWT welcomes the opportunity to comment on the proposals to introduce a Welsh Language and Education Bill to realise the Welsh Government's ambition of having a million Welsh speakers by 2050.
2. The NASUWT is the largest teachers' union in Wales representing teachers and school leaders.

'By 'putting teachers first', the NASUWT works to enhance the status of the teaching profession to deliver real improvements to teachers' working lives, seeking to ensure they are recognised and rewarded as highly skilled professionals with working conditions that enable them to focus on their core role of teaching'.

GENERAL COMMENTS

3. In noting the Welsh Government's ambition to persuade the citizens of Wales to embrace the Welsh language and effectively double the number of Welsh speakers by 2050, which would see the percentage of the population able to

Speak Welsh rise to around 31.5% on current estimates, the NASUWT notes that this Bill introducing statutory duties and targets is moving away from the Welsh Government previous pragmatic approach based on encouragement and on providing access to learning the Welsh language.

4. The NASUWT is, therefore, concerned about the potential implications and/or unintended consequences for the education workforce in realising some of the statutory objectives contained within the Welsh Language and Education Bill 2024. development areas referred to in the consultation document.
5. The concerns of the Union are heightened by the lack of detail in relation to the costs and funding streams, definitions of categories, lack of clarity in timescale and monitoring arrangements, as well consequences if schools do not achieve the desired status.
6. The Union therefore, seeks assurances from the Welsh Government that it will militate against the possibility of the proposals impacting adversely on the education workforce.
7. The NASUWT expects the Welsh Government to:
 - Identify additional and dedicated funding which will be provided for education establishments to assist in meeting the ambition through increased staffing and by providing the necessary resources and infrastructure changes. This would require sufficient additional capital and revenue funding;
 - Provide an assurance that the significant increase in the number of teachers and early years practitioners who are able to teach through the medium of Welsh would be realised through additional staffing and/or access to courses to enable existing post-holders to learn the Welsh language through paid release from their teaching or support duties;
 - Give a binding commitment that no members of staff would be under threat of losing their livelihood if they were not able to gain sufficient grasp

of the language to enable them to teach through the medium of Welsh, where they are currently employed in either English-medium or bilingual schools;

- Ensure that the ambition is taken forward on the basis of mutual respect and tolerance and that the legislation envisaged, which, as stated in the consultation document, will provide an unequivocal basis for organisations to act in support of the language and for Welsh speakers to use, has this at its heart.

8. The NASUWT has long argued that the key to reinvigorating the Welsh language is to concentrate on the early years of education so that the journey can be an adventure for the learners of Wales, rather than a crusade.

SPECIFIC COMMENTS

9. The NASUWT offers the observations and comments:

- a) The proposal to establish a statutory regime to categorise the provision of Welsh language education.

The Bill states that there will be three categories: i) Primarily Welsh Language, ii) Dual Language, iii) Primarily English, Partly Welsh.

Ministers will be given the power to set the range of Welsh language provision for each category, and the bill sets out the Welsh language learning goals for schools in each category.

10% is the minimum provision for a Primarily English Partly Welsh school.

Ministers, in regulations, will have powers over time to increase the minimum provisions of Welsh language as factors such as workforce change.

Schools are required to prepare to delivery plans, giving outlines for plans to increase/improve Welsh language provision, and how to move to a higher category.

The Bill introduces changes that relate to planning, resourcing, and development of Welsh language education in schools. All education staff will have to adapt to new

ways of working which will have an impact on workload. It is difficult at this stage to estimate the impact, but worth noting that the impact will affect mostly those in the Primarily English, Partly Welsh category. The Bill notes that the demand for a 10% provision will not happen immediately, and notes further that there will be a period of time when regulations are developed which will give schools time to plan for the change.

NASUWT asserts that this lack of clarity on both the impact on workload, and in any timetable being put forward does not reassure education staff that their working conditions will be protected during these changes.

NASUWT further notes that education staff are overwhelmed by current workloads and change fatigue resulting from the implementation of the Curriculum for Wales, and the ALNet, and there is no slack in the system to accommodate further unpredictable change.

No assessment has been made of the impact of the changes on workload, nor of the extra funding required to support the proposals. The NASUWT stresses that the increased workload should not fall on the shoulders of the existing workforce. The funding for changes at school level would come from the Local Authority allocation to individual schools. The NASUWT calls for regular reviews on school spending, to ensure that financial impacts are acknowledged and recompensed by the Welsh Government. The costs to schools need to be fully mapped out as many are currently working to deficit budgets.

b) Staffing challenges.

There are currently severe shortages in teachers proficient in delivery through the Welsh medium. This would hinder the implementation of the proposals. NASUWT would ask the Welsh Government to concentrate on the huge staffing crisis existing already in recruiting those proficient in Welsh, at all levels in the education sector (early years to FE and HE). Success requires Welsh Government investment, in that this recruitment depends on appropriate resourcing. The NASUWT calls on the Welsh Government to ensure that the proposals contained in this ambition are securely funded. The NASUWT notes that building capacity in early years education is pivotal to success throughout the school career, as the levels of Welsh proficiency when joining primary or secondary school impacts on further pupil achievement. The

NASUWT asks that the Welsh Government gives the need of the Early Years sector particular attention.

c) Approval and Monitoring.

The NASUWT notes that the Bill proposes a role for the Local Authority in agreeing the Delivery Plans created at school level. The NASUWT notes that this role depends on the Welsh Government producing clear guidance on how the school targets should be set. Consideration also needs to be given to the additional resources needed, and the work pressures this planning would place on school staff. These guidelines also need to provide clarity on the role of other education institutions involved such as Estyn, Improvement Providers and the National Welsh Language Learning Institute (being proposed).

Introducing more monitoring in schools will only result in a higher workload for staff. Whilst understanding that monitoring arrangements would be needed to ensure consistency across schools in the placing of categories, the NASUWT is extremely concerned at yet another layer of monitoring is being placed on teachers work.

d) Non-achievement of Primary English, Partly Welsh.

The consequences of a school not achieving the desired category of Primary English, partly Welsh at 10% Welsh provision should be managed sensitively.

There is real fear amongst English monoglot teachers on possible pressures which may be placed on them, or on threats to their livelihood and job retention. Welsh Government and other stakeholders education training will need to ensure that there are adequate training opportunities for language development and funds to release staff to complete the training.

There is a lack of clarity on consequences of not-achieving the category. Schools can ask for an extension, but it is not clear for how long, or on what would be the ultimate sanction.

The use of Estyn in monitoring this progression would go against a collaborative, non-threatening ethos of language development. This move from an encouraging collaborative approach could impact badly on the mental health of non Welsh speaking teachers.

It is clear from Estyn report on Welsh language in schools 2022/23 that English schools are the target of this proposed Bill. (Annual Report on the Welsh Language in Estyn 2022-2023

PDF (www.estyn.gov.wales) This report does not include an analysis of the impact on non-Welsh speaking pupils, who may feel targeted by this development in how the Welsh language is promoted. The NASUWT calls for the Welsh Government to conduct further research into this aspect of a possible unintended consequence of the proposed Bill.

There are particular needs for our ALN pupils which will also need specific support in terms of how to categorise, and extra training education staff in this sector which are not adequately explored.

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg ar Bil y Gymraeg ac Addysg \(Cymru\)](#)

This response was submitted to the [Children, Young People and Education Committee on the Welsh Language and Education \(Wales\) Bill](#)

WLE 11

Ymateb gan: Estyn

Response from: Estyn

Tystiolaeth Estyn ar egwyddorion cyffredinol Bil y Gymraeg ac Addysg (Cymru)

Diolch am y cyfle i gyflwyno'r dystiolaeth. Rydym yn croesawu'n fawr y Bil ac rydym yn meddwl ei fod yn bwysig wrth gefnogi'r amcanion a gweledigaet Cymraeg 2050. Rydym yn cefnogi egwyddorion cyffredinol y Bil ac yn cefnogi'r ffaith bod y Bil yn adlewyrchu pa mor uchelgeisiol yw targed y Llywodraeth o gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050. Yn y bôn, mae hyn yn dibynnu ar gynyddu'r niferoedd sy'n gadael y system addysg yn siaradwyr Cymraeg hyderus. Credwn fod gan y system addysg rôl bwysig wrth ystyried yr heriau hyn, ynghyd â'r uchelgais i bob dysgwr ddod yn siaradwr Cymraeg hyderus drwy'r system addysg statudol. Mae cyflwyno Bil y Gymraeg ac Addysg yn gam positif tuag at wireddu hyn ac yn rhoi statws i'r Gymraeg.

Rydym ni am ddarparu'r sylwadau isod ar agweddau penodol ar y Bil ac yn gobeithio y bydd y rhain yn ddefnyddiol ar gyfer datblygu'r Bil.

1. Rôl yr awdurdodau lleol

Yn ein barn ni, bydd y Bil yn llywio'r penderfyniadau y mae'r awdurdodau lleol yn eu gwneud wrth gynllunio darpariaeth addysg yr awdurdod. Byddwn ni fel sefydliad yn gallu cyfrannu trwy fonitro'r ddarpariaeth hyn a chraffu ar Cynlluniau Gweithredu Cymraeg mewn Addysg o fewn awdurdodau lleol (CGCA) fel rhan o'n gwaith gydag awdurdodau lleol. Fodd bynnag, mae ambell bwynt y gellid ystyried ymhellach:

- Nid yw'r diffiniadau o'r categorïau ieithyddol yn ddigon penodol. Credwn y gallai hyn beri dryswch i'r awdurdodau ac i rieni fel ei gilydd.
- Mae'r awydd i godi safonau o fewn ysgolion 'Prif Iaith – Saesneg, rhannol Gymraeg' yn gam annatod ac yn un rydyn ni'n cefnogi, ond yr hyn sydd yn peri gofid i ni yw'r posibilrwydd byddai bodloni ar y ddau gategori iaith 'Prif Iaith – Saesneg, rhannol Gymraeg' a 'Dwy Iaith' yn rhwystro y symudiad tuag at sefydlu ysgolion cyfrwng Cymraeg newydd ('Prif Iaith – Cymraeg') mewn ambell awdurdod.
- Gwyddwn nad yw'r system addysg ar hyn o bryd yn creu digon o siaradwyr Cymraeg i ddiwallu'r nifer o athrawon sydd angen a bod y diffyg recriwtio yn fwy dyrys ac anodd mewn ambell awdurdod. Byddai hefyd yn gallu effeithio ar benodi swyddogion penodol o fewn ambell awdurdod fyddai'n gyfrifol am hyrwyddo'r Gymraeg. Dyma'r brif her sy'n bodoli – sef yr her o arfogi'r gweithlu addysg gyda'r sgiliau iaith angenrheidiol. Gwerthfawrogwn y gwaith sydd wedi cael ei gyflawni fel rhan o'r Cynllun Gweithlu Cymraeg ond credwn y bydd angen adeiladu ar y cynllun hwn yn sgil cyflwyno'r Bil. Er enghraifft, bydd angen sicrhau strategaeth glir ar gyfer datblygu gweithlu proffesiynol sydd â'r medrau iaith angenrheidiol.
- Bydd angen ariannu sylweddol os am gynnig hyfforddiant ieithyddol i athrawon o fewn ysgolion – gweler ((t.15 23 3 (d) *Sicrhau bod hyfforddiant, datblygiad proffesiynol a chefnogaeth ar gael ar gyfer ymarferwyr addysg yng Nghymru at ddiben gwella gallu yn y Gymraeg*).
- Credwn y dylid sicrhau bod gwaith ieuencid a gynhelir gan awdurdodau lleol naill ai eu hunain neu drwy gytundebau â chyrff eraill yn rhan o unrhyw Gynllun Gweithredu Cymraeg mewn Addysg. Mae'r sector gwaith ieuencid yn cyflawni rôl bwysig yn addysgol ac yn gymdeithasol. Dylid ystyried gallu'r sector i ymestyn defnydd o'r Gymraeg y tu fewn ac y tu allan i leoliadau addysg ac mewn cyd-destunau amrywiol yn gwbl ganolog i unrhyw strategaeth i greu rhagor o siaradwyr gweithredol a chodi defnydd ystyrion o'r Gymraeg mewn peuoedd gwahanol.

- Credwn y dylid gosod dyletswydd ar awdurdodau lleol i hyrwyddo darpariaeth trochi hwyr i rieni, gofalwyr a dysgwyr. Awgrymwn gryfhau'r geiriad *'Mae gwneud trefniadau i ddarparu gwybodaeth a chyngor...i blant o oedran ysgol gorfodol yn ei ardal a rhieni plant yn ei ardal'* 22 (2)(b)(i) (ii) i hyrwyddo a hybu. Os ydym am gynyddu defnydd o'r Gymraeg o fewn teuluoedd, mae hyrwyddo a phwysleisio pwysigrwydd trochi i rieni yn angenrheidiol. Gweler yr astudiaethau achos canlynol: [Trochi effeithiol: cefnogi dysgwyr i wneud cynnydd cyflym tra'n eu cynorthwyo i ddysgu a gwerthfawrogi hanes a diwylliant Cymru. - Estyn \(llyw.cymru\)](#) [Defnyddio'r Gymraeg: gweithgareddau allgyrsiol bwriadus ac unigryw sy'n cefnogi dysgwyr i siarad Cymraeg yn gynyddol ddi-gymell ar safle'r Nant ac yn y gymuned leol - Estyn \(llyw.cymru\)](#)
- Credwn y dylid creu dyletswydd i awdurdodau i gydweithio gyda darparwyr ôl-16 i wneud yn siŵr bod y cyfleoedd i astudio trwy gyfrwng Gymraeg a ddatblygu sgiliau iaith Cymraeg yn parhau ar ôl bod bobl ifanc yn gadael addysg statudol.

2. Gweinidogion Cymru

- Mae strategaeth iaith y Llywodraeth yn cael ei gosod mewn deddfwriaeth am y tro cyntaf. Rydym yn cefnogi'r syniad bod y continwmm yn efelychu'r cysyniad o'r safonau rhyngwladol a ddarperir gan y Fframwaith Cyfeirio Ewropeaidd Cyffredin o ran lefelau iaith. Rydym hefyd yn croesawu bod gan y continwmm sail gyfreithiol gadarn i alluogi datblygu polisïau a chynlluniau gweithredu yn y dyfodol. Credwn gan mai Gweinidogion Cymru fydd yn llunio'r fframwaith (Fframwaith Cenedlaethol ac Addysg Gymraeg a Dysgu Cymraeg), bydd yn nodi'n glir sut byddan nhw'n gweithredu cynigion strategaeth y Gymraeg mewn perthynas ag addysg Gymraeg, dysgu Cymraeg (gydol oes) a chaffael y Gymraeg.
- Credwn bydd y Bil (trwy waith Gweinidogion Cymru) yn creu cadwyn o atebolrwydd rhwng cynllunio ieithyddol a gynhelir ar lefel ysgol, awdurdod lleol ac yn genedlaethol.
- Fodd bynnag, credwn fod angen i Weinidogion Cymru sicrhau bod gweithredu pwrpasol a buan er mwyn mynd i'r afael â'r diffygion yn y gweithlu addysg sydd ddim yn medru'r Gymraeg.
- Credwn bod modd cryfhau'r crynodeb neu'r disgrifiadau ar gyfer categorïau iaith. Fel maent yn sefyll, gallent fod yn gymhleth neu'n gamarweiniol (i rieni yn bennaf wrth ddewis ysgolion). Y peryg yw y byddai rhai rhieni'n teimlo bod y ddarpariaeth o fewn ysgolion 'Dwy iaith' a 'Prif iaith- Saesneg, rhannol Gymraeg' yn ddigonol i ddiwallu anghenion eu plant o ran y ddarpariaeth Gymraeg.
- Wrth gyfeirio at isafswm yr amser a ddarperir yn y Gymraeg, byddwn yn sicrhau ein bod yn rhoi sylw dyledus yn ystod arolygiadau i'r amser a bennir i oriau darpariaeth cyfrwng Cymraeg gan sicrhau nad yw ysgolion yn mynd islaw'r isafswm. Mae 10(3) yn nodi *'Wrth bennu'r amrediad ar gyfer y categorïau iaith 'Prif iaith – Saesneg, rhannol Gymraeg', ni chaiff Gweinidogion Cymru bennu isafswm ar gyfer yr amrediad sy'n llai na 10%*. Ond mae angen pwysleisio pa mor allweddol yw hi i edrych ar ansawdd y ddarpariaeth a gynigir o fewn yr amser hwnnw.
- Ar wahân i'r dyletswydd i ymgysylltu â Medr ar y fframwaith, nid oes digon o eglurdeb sut mae'r fframwaith a'r dyletswyddau eraill yn y Bil yn cyd-fynd gyda dyletswyddau Medr i

- *‘annog y galw am addysg drydyddol Gymreig a ddarperir drwy gyfrwng y Gymraeg a chyfranogiad ynddi;*
- *cymryd pob cam rhesymol i sicrhau bod digon o addysg drydyddol Gymreig a ddarperir drwy gyfrwng y Gymraeg i ateb y galw;*
- *annog darparu addysg drydyddol drwy gyfrwng y Gymraeg—*
- *gan ddarparwyr cofrestredig yng Nghymru, a*
- *gan bersonau eraill sy'n darparu addysg drydyddol a gyllidir gan y Comisiwn neu a sicrheir fel arall ganddo’.*

3. Yr Athrofa Dysgu Cymraeg Genedlaethol

- Cytunwn yn gryf â'r egwyddor y dylai cefnogaeth arbenigol ar gyfer dysgu'r Gymraeg gydol oes, gan gynnwys addysg ysgolion, gael ei chanoli o fewn un sefydliad sef 'Yr Athrofa Dysgu Cymraeg Genedlaethol'. Yr amcan yma 'yw cefnogi pobl i ddysgu Cymraeg, a hwyluso'u cynnydd, fel bod rhagor o bobl (o bob oedran) yn dysgu'r iaith' 37 (1). Bydd sefydlu'r athrofa'n galluogi arbenigwyr o bob sector i ddod at ei gilydd er mwyn cynllunio'n ieithyddol ar draws yr holl sectorau gan ddarparu cysondeb i daith dysgwyr o bob oedran ar hyd y continwmm iaith.
- Mae angen adeiladu ac ymestyn ar arbenigedd a gwaith y Ganolfan Dysgu Cymraeg Genedlaethol wrth sefydlu'r corff hwn a fydd yn bwerdy i ledaenu arferion da, codi disgwyliadau pob sector a chysoni'r hyn sy'n digwydd ar draws sectorau addysg statudol ac mewn gwirionedd anstatudol, er enghraifft addysg i oedolion. Credwn fod rôl y Ganolfan Dysgu Cymraeg Genedlaethol ar ei newydd wedd yn allweddol nid yn unig o ran hyfforddi'r gweithlu addysg ond hefyd o ran gwella addysgeg y gweithlu hwnnw a chaffael ail iaith yn llwyddiannus fel cyfrwng cyfathrebu. Mae'r pwyslais ar gyfathrebu ar lafar yn hytrach nag addysgu fel pwnc gydag arholiadau yn brif nod ac yn un hollbwysig. Dyma enghreifftiau isod o'r hyn sydd ar gael drwy'r Ganolfan ar hyn o bryd.
 - [Adroddiad arolygiad Dysgu Cymraeg Learn Welsh Nant Gwrtheyrn 2023 \(llyw.cymru\)](#)
 - [Trochi effeithiol: cefnogi dysgwyr i wneud cynnydd cyflym tra'n eu cynorthwyo i ddysgu a gwerthfawrogi hanes a diwylliant Cymru. - Estyn \(llyw.cymru\)](#)
 - [Defnyddio'r Gymraeg: gweithgareddau allgyrsiol bwriadus ac unigryw sy'n cefnogi dysgwyr i siarad Cymraeg yn gynyddol ddigymell ar safle'r Nant ac yn y gymuned leol - Estyn \(llyw.cymru\)](#)
- Mae gan y Ganolfan Dysgu Cymraeg Genedlaethol arbenigedd o ran dysgu a chaffael iaith ac rydym yn ystod ein harolygiadau wedi nodi y dylid rhannu'r fath arbenigedd gyda sectorau eraill. Yn ogystal, rydym wedi cyhoeddi astudiaethau achos ynglŷn â'r ffordd mae'r sector Cymraeg i oedolion yn cynhyrchu siaradwyr gweithredol, er enghraifft
 - [Cymorth effeithiol yn helpu dysgwyr i siarad Cymraeg yn rhugl - Estyn \(llyw.cymru\)](#)
 - [Dulliau dysgu ffurfiol ac anffurfiol sy'n galluogi dysgwyr i gymathu â'r gymuned Gymraeg - Estyn \(llyw.cymru\)](#)
 - [Troï dysgwyr yn ddefnyddwyr y Gymraeg - Estyn \(llyw.cymru\)](#)
 yn ogystal â chynnig hyfforddiant gwerthfawr i'r gweithlu addysg:
 - [Cynyddu nifer y siaradwyr Cymraeg yn y gweithlu addysg - Estyn \(llyw.cymru\)](#)
- Mae'r Ganolfan, a'r sector Cymraeg i oedolion, yn gyfarwydd iawn â disgwyliadau a lefelau'r Fframwaith Cyfeirio Ewropeaidd Cyffredin (CEFR). O

ganlyniad, byddai modd ystyried ac addasu cwricwlwm cenedlaethol y sector, sydd yn seiliedig ar y CEFR, fel sail ar gyfer y continwmm iaith ym mhob sector. Mae'r Ganolfan Genedlaethol eisoes yn gyfrifol am hyfforddiant Cymraeg i weithluoedd drwy raglenni Cymraeg Gwaith. Credwn felly, y byddai'n rhesymegol i ymestyn swyddogaeth y Ganolfan Genedlaethol, gan fanteisio ar ei phrofiad ac arbenigedd, i greu corff fyddai'n cynnig arweiniad strategol ac ymarferol ar draws y sectorau addysg. Gweler yr adroddiad arolygu diweddaraf (Ebrill/Mai 24) sydd yn amlinellu sut mae rôl y Ganolfan Genedlaethol wedi esblygu'n gyflym iawn ac mae'n gorff effeithiol. Wrth sefydlu'r Athrofa, bydd angen sicrhau bod rolau a chyfrifoldebau yn cael eu nodi'n glir gan ddangos sut mae'r Athrofa yn cyd-blethu gydag unrhyw gydff perthnasol eraill.

- Fel y nodir yn barod, rydym yn cefnogi'r syniad bod y continwmm yn efelychu'r cysyniad o'r safonau rhyngwladol a ddarperir gan y Fframwaith Cyfeirio Ewropeaidd Cyffredin. Rydym hefyd yn croesawu bod gan y continwmm sail gyfreithiol gadarn i alluogi datblygu polisïau a chynlluniau gweithredu yn y dyfodol. Mae hefyd yn bwysig ei fod yn cael ei adolygu a'i werthuso'n rheolaidd. O ganlyniad, gellid defnyddio'r ddogfen yn hyderus fel sail i gynllunio'r ddarpariaeth ar gyfer addysgu Cymraeg. Fodd bynnag, mae'n allweddol bod cyflwyno'r continwmm yn cael ei gefnogi gan raglen gynhwysfawr o ddatblygiad proffesiynol ar gyfer athrawon a chynorthwywyr dosbarth. Byddai adnabod y cyfnodau datblygiad ieithyddol gydag arweiniad sy'n tracio cynnydd o un cyfnod i'r nesaf yn adnodd ac arf hollbwysig i arfogi athrawon a chymorthyddion.
- Credwn ei bod yn holl bwysig i ddysgwyr o bob oed feddu ar gyfleoedd i ddechrau neu barhau ar eu taith tuag at ddod yn siaradwyr gweithredol. Byddai creu un continwmm iaith, yn ogystal â chynlluniau penodol, fel y cynllun newydd i gynnig cyrsiau am ddim i bobl 16-25 oed, yn cynnig cyfleoedd gwirioneddol gyfartal i ddysgwyr o bob oed wneud hynny. Credwn hefyd fod angen i addysg gydol oes, gan gynnwys partneriaethau dysgu oedolion yn y gymuned, wneud llawer mwy nag y maent yn ei wneud ar hyn o bryd i gynnig cyfleoedd cyfartal i siaradwyr Cymraeg, boed hynny yn ddysgwyr hyfedr neu siaradwyr rhugl, ddysgu trwy gyfrwng y Gymraeg ac o ganlyniad wella a defnyddio eu medrau ieithyddol. Teimlwn fod angen deall addysgeg effeithiol o ran addysgu a chaffael y Gymraeg fel ail iaith, er enghraifft fel y gwelir yn sector Cymraeg i oedolion. Mae'r astudiaeth achos [Cynyddu nifer y siaradwyr Cymraeg yn y gweithlu addysg - Estyn \(llyw.cymru\)](#) yn dangos y math o waith sydd wedi digwydd ac sydd erbyn hyn wedi tyfu i fod yn gynnig cynyddol eang i'r gweithlu addysg trwy'r Ganolfan Dysgu Cymraeg i Oedolion. Mae astudiaeth achos arall yn sgil arolygiad y Ganolfan (heb ei chyhoedd eto) sef 'Sut mae'r sector Dysgu Cymraeg yn dylanwadu ar addysgeg a chaffael iaith mewn sectorau eraill yng Nghymru a thu hwnt.'
- Rydyn yn gwerthfawrogi gweld 'Caiff yr Athrofa Dysgu Cymraeg...roi cymorth ariannol i ddarparwyr ddysgu Cymraeg mewn perthynas ag addysg neu ddysgu Cymraeg' 37 (3) (c). Credwn yn gryf na ddylai arian fod yn rhwystr i bobl Cymru ddysgu'r Gymraeg.

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Children, Young People and Education Committee

Mark Drakeford AS

Ysgrifennydd y Cabinet dros Gyllid a'r Gymraeg

20 Medi 2024

Bil y Gymraeg ac Addysg (Cymru)

Annwyl Mark,

Diolch i chi a'ch swyddogion am roi o'ch amser ar 19 Medi. Fel y byddwch yn cofio, roedd cyfyngiadau amser yn golygu na chafodd rhai o'n cwestiynau eu gofyn. Gan hynny, byddem yn gwerthfawrogi pe gallech ymateb iddynt yn ysgrifenedig. Mae'r cwestiynau ynghlwm yn Atodiad 1.

Yn ystod cyfarfod y Pwyllgor, gwnaethoch hefyd gytuno i ddarparu rhagor o wybodaeth am y canlynol:

- Amserlen cyrraedd cydymffurfiaeth i ysgolion sy'n cael dau esemptiad rhag y gofyniad i ddarparu'r isafswm o addysg Gymraeg yn unol â'u categori. Gwnaethoch sôn bod y Memorandwm Esboniadol yn cynnwys amserlen ddangosol ar gyfer gweithredu, ond cafwyd ymrwymiad y byddech yn rhannu â ni amserlen fanylach sydd wedi'i datblygu. Wrth adolygu'r Memorandwm Esboniadol, nid oeddem yn gallu dod o hyd i'r amserlen ddangosol y soniwyd amdani yn ystod y gwaith craffu ar y Bil. A allwch chi ddarparu'r amserlen ddangosol, fanwl i ni?
- Y gofynion ar gyfer ymgynghori yn y Bil ac, yn benodol, mewn perthynas ag ymgynghori ac ymgysylltu â chymunedau;
- Ystyriaeth benodol o Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) wrth ddatblygu'r Bil ac ym mha ffordd y cafodd ei Erthyglau ystyriaeth uniongyrchol yn yr Asesiad o'r Effaith ar Hawliau Plant.

Byddai'n dda cael yr holl wybodaeth y gofynnwyd amdani erbyn 11 Hydref.



Yn gywir,



Buffy Williams AS
Cadeirydd

Croesewir gohebiaeth yn Gymraeg neu Saesneg
We welcome correspondence in Welsh or English



Atodiad 1: Cwestiynau

Hybu a hwyluso defnydd o'r Gymraeg (Rhan 1)

1. Pa brofion y mae Llywodraeth Cymru wedi'u cynnal i sicrhau bod y fframwaith a'r broses hunanasesu newydd arfaethedig yn darparu dull effeithiol a chadarn o asesu gallu yn y Gymraeg?

Disgrifio gallu yn y Gymraeg (Rhan 2)

2. A allech chi ddiffinio beth yw siaradwr Cymraeg o dan y fframwaith newydd er mwyn cyfrifo nifer y siaradwyr Cymraeg? Hynny yw, beth yw'r trothwy, ac a oes angen cynnwys hyn yn y Bil?

3. Nid yw'n ymddangos bod y disgrifiadau'n darparu ar gyfer pawb, er enghraifft y rhai nad oes ganddynt allu yn y Gymraeg o gwbl. A ystyriwyd y rhai nad ydynt ar raddfa'r CEFR neu y gellid ystyried eu bod yn uwch nag C2 neu'n is nag A1 yn ôl y CEFR?

4. A allech egluro sylwadau a wnaed yn ystod y sesiwn a oedd yn awgrymu eich bod o'r farn bod bron pawb yn siarad rhywfaint o Gymraeg? A oeddech yn dweud bod hyn yn golygu felly y byddai bron pawb ar o leiaf lefel A1 ar y CEFR?

5. A allech hefyd egluro sylwadau a wnaed yn ystod y sesiwn a oedd yn awgrymu bod A1 yn cyfateb i lefel TGAU?

6. Mae'r CEFR wedi'i gynllunio'n benodol ar gyfer dysgu ieithoedd tramor/ail iaith. Pa mor briodol yw cymhwyso hyn i gyd-destun dysgu Cymraeg, a pha ystyriaeth a roddwyd i ddatblygu disgrifyddion yn benodol ar gyfer y Gymraeg?

7. A ydych chi wedi ceisio sicrwydd gan Gyngor Ewrop nad yw'r fframwaith yn debygol o newid.

Addysg Gymraeg (Rhan 3)

8. A allwch chi gadarnhau a oes gan Weinidogion Cymru ddyletswydd, neu bŵer, i wneud rheoliadau sy'n pennu dyddiad ar gyfer uwchraddio Nodau Dysgu Cymraeg ysgolion "Prif Iaith - Saesneg, rhannol Gymraeg" ac ysgolion "Dwy Iaith"? Pa ffactorau y bydd Gweinidogion Cymru yn eu hystyried wrth wneud hynny ac, os yw'n bŵer yn hytrach na dyletswydd, a oes risg na fydd y nodau hynny byth yn cael eu huwchraddio a'u gwneud yn fwy uchelgeisiol?

9. I ba raddau y mae'r gofyniad i'r awdurdod lleol gymeradwyo cynllun cyflawni addysg Gymraeg ysgolion yn gyfan gwbl yn unol ag ethos a darpariaethau Deddf Cwricwlwm ac Asesu (Cymru) 2021, sy'n pwysleisio ymreolaeth ysgolion? Er enghraifft, nid yw'n ofynnol i'r awdurdod lleol nac unrhyw un arall gymeradwyo cwricwlwm ysgolion.

Cynllunio Addysg a Dysgu Cymraeg (Rhan 4)

10. Mewn rheoliadau yn 2019, yn dilyn argymhelliad gan yr Adolygiad Cyflym o CSCAau, estynnodd Llywodraeth Cymru amserlen CSCAau o 3 blynedd i 10 mlynedd er mwyn hwyluso cynllunio tymor hwy. Mae'r Bil yn lleihau'r amserlen hon i 5 mlynedd, er y bydd angen i'r cynlluniau nodi camau i'w cymryd dros gyfnod o 10 mlynedd. Sut mae'r llywodraeth wedi pwysu a mesur yr angen i CSCAau fod yn ddigon byr i sicrhau atebolrwydd digonol, wrth roi hyblygrwydd i awdurdodau lleol gynllunio dros gyfnod digon hir?

Yr Athrofa Dysgu Cymraeg Genedlaethol (Rhan 5)

11. I ba raddau y mae'r Memorandwm Esboniadol yn darparu digon o eglurder a sicrwydd am rôl yr Athrofa newydd yn y sector ôl-orfodol ac, yn benodol, o fewn y sector addysg orfodol?

12. Mae'r Memorandwm Esboniadol yn nodi nad yw'n bosibl nodi o ble y bydd yr adnodd yn cael ei symud na pennu ychwaith gost gywir ar gyfer Sefydliad newydd hyd nes y bydd yr Adolygiad o Wella Ysgolion – rolau a chyfrifoldebau partneriaid addysg yng Nghymru wedi dod i ben. Pryd y byddwch yn gallu darparu i'r Pwyllgor ddadansoddiad manwl gywir o gostau'r Sefydliad fel y gall y Pwyllgor gynnal gwaith craffu manwl?

13. Faint o ddylanwad a fydd gan y Sefydliad newydd dros y sector addysg statudol i sicrhau bod y continwmm sgiliau uniaith Gymraeg yn cael ei weithredu'n effeithiol ac felly yn "gwella canlyniadau ieithyddol dysgwyr 3-16 oed".

Costau'r ddeddfwriaeth

14. Mae'r Asesiad Effaith Rheoleiddiol yn nodi tair senario bosibl, a fydd yn cael effaith ar gostau - yn senario 1, bydd popeth ar y trywydd iawn ar y cyfan ar gyfer Cymraeg 2050 a bydd y Bil yn syml yn cefnogi ac yn sicrhau bod hynny'n parhau; yn senario 2, nid yw pethau'n gwbl ar y trywydd iawn a bydd y Bil yn cywiro hynny ac yn sicrhau y gellir cyflwyno Cymraeg 2050; yn senario 3, mae pethau'n sylweddol oddi ar y trywydd iawn a bydd bodloni gofynion y Bil yn golygu newidiadau mawr a chyllid sylweddol. Dywed yr Asesiad Effaith Rheoleiddiol fod Llywodraeth Cymru yn rhagweld senario 2 a rhaid tybio bod costau amcan y Bil - £103 miliwn dros y 10 mlynedd nesaf - yn adlewyrchu senario 2. Nid yw'r Asesiad yn amcangyfrif costau'r ddwy sefyllfa arall, ond a allwch chi roi unrhyw arwydd o faint y bydd y Bil yn ei gostio, os digwydd senario 3?



Senedd Education Committee
Welsh Parliament,
Cardiff, CF99 1SN

By Email

23rd September 2024

Dear Senedd Education Committee,

Re: Support needed for survey - young wheelchair users and schools

The Whizz Kidz' [Kidz Board](#) will be launching the UK's largest survey of young wheelchair users and schools on 26th September 2024. Our aim is to better understand educational experiences, identify any gaps in support, and find ways to enhance inclusion for both young wheelchair users and schools.

[Whizz Kidz](#) is the UK's leading charity for young wheelchair users, having provided support for over 30 years. We empower young wheelchair users by providing essential mobility equipment, offering confidence-building activities and experiences, and campaigning for a more inclusive society. Our vision is a society in which every young wheelchair user is mobile, enabled and included.

In 2023, we launched the [A-Z of Going to University](#), a resource based on our research into higher education. This guide was sent to every university in the UK to support young wheelchair users applying to and attending their institutions. It is also being shared by UCAS as a resource for potential students.

This year, our focus is on statutory education. We have heard various stories from schools and young wheelchair users about their experiences, both positive and negative, and we want to capture the bigger picture.

As part of the [Whizz Kidz School Research project](#) the Kidz Board has developed two surveys—one for school colleagues and one for young wheelchair users. These surveys are designed to gather valuable insight to enable us to understand the school experience from both perspectives and identify areas for improving inclusion.

We are seeking your support in promoting the survey to schools and education professionals through the Department for Education. We have contacted every school in England, Scotland and Wales to ask them to complete the survey however your endorsement and assistance in sharing these surveys would greatly enhance its reach and impact. It will also

allow us to collect more comprehensive data that will inform the next steps in promoting and improving inclusion for young wheelchair users in education.

The survey (available in English and Welsh) will close 25 October 2024, and we will share our full results and report with you early in 2025 along with our recommendations; we believe that the findings will benefit schools and students directly as well as contributing to broader educational improvements.

We would be grateful for the opportunity to discuss this further and provide any additional information you may require.