

Go Cornish



KONSEL KERNOW  
**DERIVAS 'GO CORNISH'**  
MIS EBREL 2025



CORNWALL COUNCIL  
**'GO CORNISH' REPORT**  
APRIL 2025

T: 07904 171211

E: [hello@gocornish.org](mailto:hello@gocornish.org)

Registered Address; The Old Carriage Works, Moresk Road, TRURO, Cornwall. TR1 1DG

W: [gocornish.org](http://gocornish.org)

f: [Go Cornish](#)



## **GO CORNISH FOR PRIMARY SCHOOLS**

Report to Cornwall Council – April 2024 to March 2025

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## GO CORNISH FOR PRIMARY SCHOOLS

### Report to Cornwall Council – April 2024 to March 2025

## 1. Berrskrif Gweythresek / Executive Summary

### What is Go Cornish?

Go Cornish is a unique, engaging and fully accessible Cornish language and cultural award scheme for primary schools, funded by Cornwall Council. It provides teachers with the resources, confidence and support to deliver Cornish language activities in the classroom, beyond the classroom and throughout the community— regardless of their own prior knowledge. The aim? To ensure that every child in Cornwall grows up with a positive connection to Kernewek, our unique and precious language.

### Headline Achievements This Year

- **5422** pupils engaged – 15% of Cornwall's primary children
- **30** schools enrolled – with a growing waiting list of **10** more
- **12** Bronze Awards achieved – with some schools earning a second
- **9** new teaching resources created – based on schools' feedback
- Glowing feedback from parents and children
- No drop-off in engagement despite significant staff reductions

### Why It Matters

Kernewek is recognised under the European Charter for Regional or Minority Languages and forms a vital part of Cornwall's cultural identity. Learning Cornish deepens our connection to other cultures. A stronger understanding of our own language and heritage naturally fosters greater appreciation for the traditions and languages of others. It grows brains – language learning boosts thinking skills, memory and creativity. Bilingual pupils concentrate better, filter distractions more effectively, and think more flexibly, regardless of which language they learn. Go Cornish grows our language in the hearts and minds of the next generation, offering pride in place, cross-curricular creativity and a deepened sense of belonging.

### Growing the Project

Go Cornish is working well. Schools love it. Pupils thrive on it. Demand is growing. However, we have now reached full capacity with our current funding.

With increased investment, we are ready to:

- Celebrate our young people at a flagship St Piran's event at Lys Kernow/County Hall
- Expand to more primary schools currently on the waiting list
- Launch a Silver Award pathway for high-achieving schools
- Trial a Secondary School offer based on proven demand

With increased support, we can ensure that every child growing up in Cornwall has access to this cultural treasure trove, growing Kernewek as part of the everyday landscape of Cornish life.

**Omlowenhe ha dyski! Enjoy and learn!**



## 2. Keyndir / Background:

The current iteration of the 'Go Cornish for Primary Schools' programme was launched in response to the 2020 Covid lockdown, when in-school delivery became impossible. Golden Tree's creative solution was to develop the idea of a Bronze, Silver and Gold Award scheme. The aim was to create a bank of high-quality resources that were attractive, purposeful and easy to use—importantly, by teachers with no prior knowledge of the Cornish language. We have achieved this.

We created a clear matrix of criteria (Appendix i) for schools to attain the Bronze Award. (Silver and Gold award matrices exist in outline only at this stage.) Schools have two years to achieve Bronze, after which they are de-registered if they have not done so.

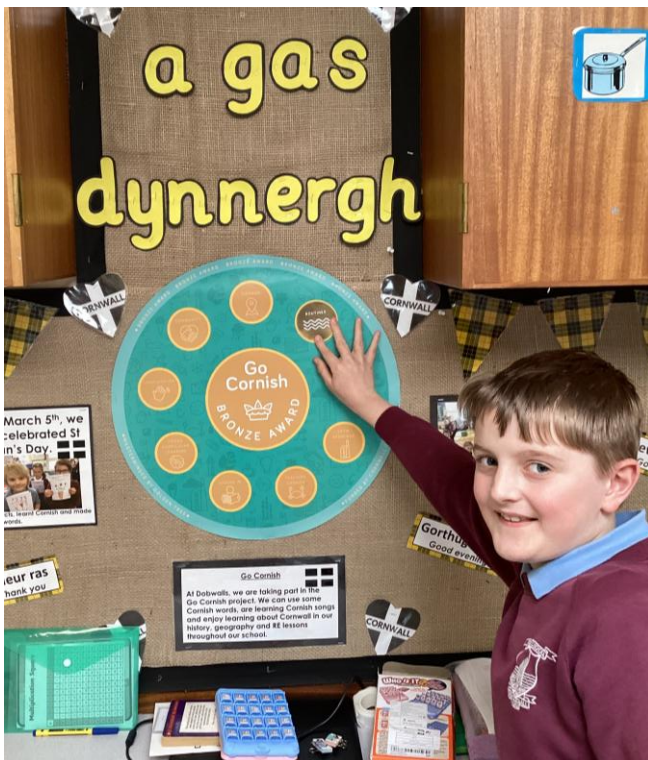
The year 2024/25 was necessarily a year of consolidation. Following Arts Council England's decision not to award core funding to Golden Tree Productions, the Company Manager, Administrator and Communications Officer roles were all made redundant. As a result, the Go Cornish programme '24-'25 has been delivered by a two-person team: Artistic Director Will Coleman and Schools Engagement Officer Nia Robertson (both 0.5 FTE), without the support roles available in previous years. We are pleased to report that engagement and commitment from schools has been sustained, even though, with no dedicated Communications Officer, the previous reach and publicity for the project has fallen this year.



### 3. Skoliow / School

#### i) Rol / Register

Thirty schools constitute a full and effective caseload for one part-time Schools Engagement Officer. We can confidently say that all thirty schools are actively delivering the programme. This equates to approximately 15% of Cornwall's primary-aged children currently learning the language—a strong return on the Council's investment.



#### Schools currently enrolled:

Berrycoombe, Biscovey Academy, Bodriggy Academy, Camelford Primary School, Coads Green Primary School, Connor Downs Academy, Dobwalls Primary School, Garras C P School, Luxulyan School, Menheniot Primary School, Mousehole Primary, Penpol School, Perran-ar-Worthal CP School, Sandy Hill Academy, Sky Primary, South Petherwin Primary School, St Breward Primary School, St Catherine's, St Day and Carharrack Community School, St Mary's Catholic Primary School (Penzance), St Meriadoc Infants, St Meriadoc Junior School, St Stephens (Saltash) CP School, Treloweth, Trewirgie Infants' School, Truro High School, Whitemoor Academy, Windmill Hill Academy

**Waiting List:** Ten schools are also currently on the waiting list, with this number likely to grow. While we are confident that our improved systems could support new sign-ups effectively, current capacity prevents us from reopening registration at this time.



## ii) Piwas Brons / Bronze Awards

Twelve schools have now achieved Bronze Awards, with three schools (Coads Green, Trewirgie Infants and Luxulyan) achieving a *second* Bronze following a full two-year cycle.

Bronze Award Schools: Coads Green Primary School, Dobwalls Primary School, Luxulyan School, Menheniot Primary School, Penpol School, Sandy Hill Academy, St Breward Primary School, St Meriadoc Junior School, St Stephens (Saltash) CP School, Treloweth, Trewirgie Infants' School, Truro High School



## 4. Runaround Survey results

The Runaround Survey measures awareness, enjoyment and engagement with the Cornish language before and after delivery of the Go Cornish programme.

The following table gives some headline data. Full data and methodology are provided in Appendix iii.

	I Know	I See	I Hear	I Speak	I like learning
	LOTS of Cornish Language				
Before <b>Go Cornish</b>	1.9%	9.4%	1.1%	0.9%	36.2%
After <b>Go Cornish</b>	50.5%	72.2%	59.1%	50.2%	63.3%

The Runaround figures highlight the absence of Cornish from most pupils' lives prior to engagement, and the dramatic change following programme delivery. It is also notable that over 36% of pupils already expressed a desire to learn Cornish before starting—a figure which had nearly doubled by the end.

## 5. Asnodhow Nowydh / New Resources



### **Prys Kempenna**

'Tidy-up Time' - from Luxulyan School



### **Dohajydha**

'Good Afternoon' - from Luxulyan School



### **Duw Genes**

'Goodbye' - from Luxulyan School

**Guidance Documents:** we have revised and streamlined the Bronze Award criteria chart and also produced a printable 'checklist' version of this enabling schools to keep track of the evidence they need for submission (Appendix i)

- Revised Bronze Award Criteria Chart
- Printable Bronze Award Checklist

**Phrasebooks:** responding to requests from teachers regarding their cross-curricular topic work, we continue to add to the Cornish language Phrasebooks available, each one with full audio file support and instantly printable labels:

- COAST
- HOMES & HOUSES
- SPACE
- RIVERS & THE WATER CYCLE
- DIGGING FOR DINOSAURS
- BEES & HONEY
- 

**Rhymes:** we have also added some new fun rhymes for language learning and marking activity times through the school day:

- PRYS KEMPENNA (Tidy-up Time)
- DOHAJYDH DA (Good Afternoon)
- DUW GENES (Goodbye)



## 6. Klub Kernow / Secondary school pilot project

This year marked Go Cornish's first foray into secondary education with the launch of Klub Kernow—a pilot project designed to test the appetite and feasibility for Cornish language delivery at Key Stage 3. A full report is provided in Appendix iii)

The pilot was hosted by Nexus, Camborne Science and International Academy. Klub Kernow ran as an after-school club for one term, with sessions delivered once a week for an hour. Eighteen students registered, alongside one parent keen to learn, with weekly attendance averaging 12–15 pupils (depending on other school commitments).

No participating students had any prior exposure to Kernewek, and when asked if they knew any Cornish words, the only word offered was *Kernow*. Despite this, the pupils engaged positively. The focus was on aural and conversational learning, using a mix of repurposed materials and new homemade video content.

Progress was slower than anticipated with each lesson often taking two weeks to deliver instead of one as planned. Social dynamics were also a factor—pupils from different year groups were unfamiliar with one another and some were hesitant to speak aloud.



To conclude the term, pupils undertook a WJEC Entry Level qualification in Cornish, simulating a phone call to a food delivery service in Kernewek. While few are expected to attain the formal award, the exercise revealed the potential for more structured progression—given adequate time and support.

Feedback from pupils was encouraging:

“Of all the co-curriculum clubs I’ve been to, this one has been the best.”

“It was really fun and I enjoyed it a lot – *bryntin!*”

“Will I be able to carry on learning Cornish when Klub Kernow is finished?”

The pilot confirmed both the challenges and opportunities of secondary delivery. There is genuine interest, but success will depend on resourcing, time, and materials designed for teachers with no Cornish language experience

**Klub Kernow has demonstrated that with the right tools and flexibility, there is a role for Kernewek in secondary settings—and Go Cornish is ready to build on this foundation.**



## 7. CPD Afternoons

We hosted two very successful Teacher Training afternoons in the Autumn Term

Thursday 28th November at LUXULYAN SCHOOL

Friday 29th November at TREWIRGIE INFANTS

This was an opportunity for 'Champions' to connect with the wider network of Go Cornish schools and witness first-hand the ways in which our host schools have embedded the Cornish language in their school. In order to tackle the difficult issue of the cost of supply teachers, we chose to hold these sessions from 1:30pm, so that schools could juggle afternoon cover internally. We then provided tea and cake to power everyone through to 4:30pm. The content of these sessions, led by Will Coleman, was informed by requests from Champions and included:

'Klappya Nessa: using more Cornish in the classroom',

'Tales from Porth: Teaching Pathways and next steps',

'Goodies from Go Cornish: delving deeper into the bank of resources'.

The sessions were attended by a total of 14 practitioners.

Feedback was universally positive: 'Amazing', 'Very inspiring', 'This has really benefitted me', 'Incredibly useful', 'Superb!' and 'Now I know what I am doing!'

Without a doubt, ongoing professional development, support and networking for teachers need to be priorities in order to grow the programme.



## 8. Lettys Erbyn Keskolm / Barriers to Engagement

### **Cornish as a Modern Foreign Language (MFL):**

The single greatest barrier to the delivery of Cornish in Primary Schools remains the lack of formal recognition of Cornish as a Modern Foreign Language. Despite the UK Government's status as a signatory to the European Charter for Regional or Minority Languages (ECRML), there is currently no written statement confirming the legitimacy of Cornish as an MFL from either central government or Cornwall Council's Education Service.

Go Cornish has demonstrated clear appetite. We now need formal recognition and support to progress to the next stage. If MFL status can be obtained, we recommend investment into the development of a robust Cornish MFL curriculum and associated assessment materials. This would require a dedicated working group including MFL professionals, curriculum experts, Cornish language specialists and experienced primary practitioners. All new materials would sit within the Go Cornish platform to ensure continuity.

## 9. Go Cornish / Strategic Developments and Proposals

Go Cornish is working well. Schools love it. Pupils thrive on it. Demand is growing. However, we have now reached full capacity with our current funding.

With increased investment, we are ready to deliver the following initiatives:

- i) **Gool Peran '26:** We propose a celebratory 'takeover' of Lys Kernow (New County Hall) for the week of St Piran's Day 2026, featuring pupil artwork, writing, drama, music and dance. This would position young people and the Cornish language at the heart of Cornwall Council's St Piran celebrations.
- ii) **Pre-sign-up Offer:** We would like to produce a simple starter pack (e.g. greetings, a song, a story) that could be used by all primary schools across Cornwall, even before they formally register for Go Cornish.
- iii) **Piwas Arghans / Silver Award:** Several schools are now ready to progress beyond Bronze. Developing a Silver Award will require work to:
  - Scope and finalise criteria
  - Create tailored resources
  - Provide dedicated support to a small pilot group of schools
- iv) **Secondary Offer:** Interest from secondary schools is growing. The Klub Kernow pilot has offered valuable insights into potential delivery. However, as with primary, curriculum space and lack of official recognition remain barriers. We remain committed to exploring a scalable secondary school offer that builds on our primary success.

**With increased support, we can ensure that every child growing up in Cornwall has access to our cultural treasure trove, growing Kernewek as part of the everyday landscape of Cornish life.**

## Appendix i) Bronze Award Criteria Chart and Checklist



AIMS	ACTIVITY		CRITERIA	LINK TO RESOURCES
<b>AWARENESS</b> Cultivating a familiarity with and appreciation of the Cornish language	<b>Signage:</b> featuring the Cornish language around school.	1	At least one of your main 'welcome to school' signs is bilingual in Cornish and English, including your school's name in Cornish.	<a href="#">Cornwall Heritage Trust's School Names in Cornish</a> <a href="#">School signage phrasebook</a>
		2	There are at least three other bilingual signs noticeable around your school e.g. hall, library, toilet, reception.	<a href="#">School signage phrasebook</a>
		3	Your Go Cornish progress chart is prominently on display in a communal area.	Email <a href="mailto:primary@gocornish.org">primary@gocornish.org</a> if yours hasn't arrived yet.
	<b>Communications:</b> including Cornish in school communications.	1	The Go Cornish badge is prominent on your school website and email footers.	Email <a href="mailto:primary@gocornish.org">primary@gocornish.org</a> if you have got yours - yet.
		2	At least one article per half term in your school's newsletter, social media, website news etc features news about Go Cornish or the Cornish language.	<a href="#">Example Newsletter and SM posts</a>
		3	You have contributed and engaged with other Go Cornish schools in the closed Facebook group.	<a href="#">Go Cornish for Primary Schools Facebook Group</a>
	<b>Routines:</b> referencing the language throughout the school day.	1	Class registers are regularly taken in Cornish.	<a href="#">Klappya Kynsa - Taking the register in Cornish</a> <a href="#">Register phrasebook</a>
		2	It is standard practice in your school to use Cornish for 'please' and 'thankyou' e.g. Can I go to the toilet, mar plig?	<a href="#">Klappya Kynsa - 'Please' and 'Thank you'</a>
		3	Cornish language greetings are used around the school.	<a href="#">Klappya Kynsa - Meet and Greet</a>
<b>ENJOYMENT</b> Having fun with Cornish in and around school	<b>Activities:</b> making sure that a range of resources are available so everyone can enjoy Cornish.	1	A section of your reading corner / library is dedicated to books featuring the Cornish language and culture.	<a href="#">Library suggestion list</a>
		2	Cornish language activities and games for wet play time are available and regularly used by your school staff and pupils.	<a href="#">Games and activities</a>
		3	At least one class per year has been on a trip to Cornish cultural or heritage site.	<a href="#">School trip ideas list</a>
	<b>Joining In:</b> taking part in group activities and performances.	1	Your whole school has joined in and completed the Go Cornish 'Run Around Survey' both at the start and the end of your journey.	<a href="#">Run around survey</a>
		2	At least three year groups across your school have learned a simple Cornish language song (or chorus).	<a href="#">Songs and rhymes</a>
		3	At least one class or the whole school has entered an awards competition, where the entry includes Cornish language or strongly relates to Cornish culture.	<a href="#">Cornish awards</a>
	<b>Community:</b> sharing with families, friends, supporters and locals / wider members of the public.	1	The Cornish language is regularly used during art/craft activities e.g. bilingual Christmas and Mothers' Day cards, decorations etc.	<a href="#">Classroom activities</a>
		2	Cornish language has been used on invitations or posters for at least one school event e.g. Carol Service, Harvest Festival etc.	<a href="#">School event phrasebook</a>
		3	The audience for at least one event this year were welcomed/greeted in Cornish.	<a href="#">School event phrasebook</a>
<b>ENGAGEMENT</b> Learning the language and putting it to good use	<b>Kryw Kernewek:</b> involving pupils in Go Cornish	1	Pupils have helped staff to conduct the Run Around Survey.	<a href="#">Run around survey</a>
		2	Pupils have helped staff to complete the Kryw Kernewek checklist.	<a href="#">Kryw Kernewek Checklist</a>
		3	Pupils have been involved in maintaining and updating the Go Cornish Progress Chart.	Email <a href="mailto:primary@gocornish.org">primary@gocornish.org</a> if yours hasn't arrived yet.
	<b>Teaching Cornish:</b> teaching the language as a classroom subject.	1	The Cornish language is on display in classrooms e.g. number line, classroom labels, cross-curricular displays etc.	<a href="#">School Phrasebook</a>
		2	The introductory learning materials 'Klappya Kynsa' have been delivered to all classes in your school.	<a href="#">Klappya Kynsa and Teaching Pathways</a>
		3	At least two year groups in your school have enjoyed the stories from 'Tales from Porth' and worked through the associated activities as well.	<a href="#">Tales from Porth and Teaching Pathways</a>
	<b>Cross Curricular Learning:</b> including Cornish language in topics across the curriculum.	1	The Cornish language has featured in at least one topic delivered in every class of your school this year e.g. using the Go Cornish Cross Curricular topics or Curriculum Kernewek.	<a href="#">Cross curricular topics</a>

## Go Cornish for Primary Schools BRONZE AWARD: Criteria





AIMS	ACTIVITY		EVIDENCE Please submit:	✓
<b>AWARENESS</b> Cultivating a familiarity with and appreciation of the Cornish language	<b>Signage:</b> featuring the Cornish language around school.	1	A photograph of your main bilingual 'welcome to school' sign, including your school's name in Cornish.	
		2	At least three photographs of other bilingual signs around your school e.g. hall, library, toilet, reception.	
		3	A photograph of your Go Cornish progress chart on display in a communal area.	
	<b>Communications:</b> including Cornish in school communications.	1	A screengrab of the Go Cornish badge on your school website and on your email footer.	
		2	At least three examples (screenshots or photos) of your school's newsletter, social media, website news etc featuring news about Go Cornish or the Cornish language.	
		3	A screenshot showing that you have contributed and engaged with the Go Cornish closed Facebook group.	
	<b>Routines:</b> referencing the language throughout the school day.	1	At least two audio or video files showing Class registers are being taken in Cornish.	
		2	At least three audio or video files showing pupils in class using Cornish for 'please' and 'thankyou' e.g. Can I go to the toilet, mar pleg?	
		3	At least three audio or video files showing pupils and staff using Cornish language greetings around the school.	
<b>ENJOYMENT</b> Having fun with Cornish in and around school	<b>Activities:</b> making sure that a range of resources are available so everyone can enjoy Cornish.	1	A photograph of your reading corner / library section dedicated to books featuring the Cornish language and culture.	
		2	At least three photographs of pupils engaging in Cornish language activities and games (for example during wet play time).	
		3	At least one photograph or video per year group showing them on a trip to a Cornish cultural or heritage site.	
	<b>Joining In:</b> taking part in group activities and performances.	1	The Go Cornish 'Run Around Survey' both at the start and the end of your journey for every class.	
		2	At least three audio or video files showing pupils singing a Cornish language song (or chorus).	
		3	At least three photos showing that pupils have entered an awards competition, where the entry includes Cornish language or strongly relates to Cornish culture.	
	<b>Community:</b> sharing with families, friends, supporters and locals / wider members of the public.	1	At least three photos showing the Cornish language being used during art/craft activities e.g. bilingual Christmas and Mothers' Day cards, decorations etc.	
		2	A photograph of the Cornish language being used on invitations or posters for at least one school event e.g. Carol Service, Harvest Festival etc.	
		3	An audio or video file showing that the audience for at least one event this year were welcomed/greeted in Cornish.	
<b>ENGAGEMENT</b> Learning the language and putting it to good use	<b>Kryw Kernewek:</b> involving pupils in Go Cornish	1	At least three photographs showing pupils helping staff to conduct the Run Around Survey.	
		2	Examples of the Kryw Kernewek checklist completed by pupils.	
		3	A photograph showing pupils maintaining/updating the Go Cornish Progress Chart.	
	<b>Teaching Cornish:</b> teaching the language as a classroom subject.	1	At least three photographs of the Cornish language on display in classrooms e.g. number line, classroom labels, cross-curricular displays etc.	
		2	At least three audio or video files from different classes showing 'Klappya Kynsa' being delivered.	
		3	At least three audio or video files from at least two year groups showing pupils enjoying the 'Tales from Porth' activities.	
	<b>Cross Curricular Learning:</b> including Cornish language in topics across the curriculum.	1	At least three photographs showing how the Cornish language has featured in topic work e.g. pupils' workbooks, wall displays etc.	

## Go Cornish for Primary Schools BRONZE AWARD: Submission Checklist

## Appendix i) Parental feedback (Luxulyan School)

Hi Miss Allison,

Just giving you a bit of feedback back about go Cornish.

I think it's fantastic that the children are given this opportunity. We love that every morning the children are greeted in Cornish by the staff at the gates.

quite often uses what she has learnt at home and teaches other family members. Keep up the good work Luxulyan

It's great that Luxulyan School is teaching and promoting the Cornish language with our children, it is such an important part of their heritage. I love receiving homemade cards from them with their Cornish writing inside. Meur ras!

We are very pleased that is learning Cornish words and about the Cornish heritage through language, art and stories. I feel it's important to have a grounding and an interest in where you come from. Learning about the language and traditions that have travelled through the ages will inspire the children to continue in generations to come - via early teachings at Luxulyan school, thereby keeping it alive.

loves singing the Cornish songs, singing the Cornish words. To start with we wondered what he was singing. Now we are very proud of his love for singing and in Cornish!

loves being able to use Cornish when writing in family greeting cards at Christmas and birthdays. She love singing and including Cornish verses in traditional songs with choir.

I love that the children are learning there home language. The girls use it at home and when out and about

Hi Miss Allison, regularly greets her teachers/staff in Cornish when she goes into school. She sometimes tells me words at home she knows in Cornish and seems to enjoy knowing words in another language. Best wishes,

We love that our daughter is greeted in the morning with a cornish good morning at the gate. Our daughter has been teaching us some cornish at home- something that we want to learn and wish we had at school. During their Christmas play they sang in cornish and English and it was amazing to watch. We are really happy to know that our daughter is learning about our Cornish heritage.

Hi Miss Allison, I think it's brilliant that the children are learning Cornish. often sings some of the Cornish songs he has learnt at home and it's lovely to hear staff and children saying good morning and goodbye at the school gates in Cornish.

uses her cornish every morning on the gates and has also been teaching me at home. Before I moved to Cornwall over 5 years ago I didn't even know there was a language! Looking forward to seeing learn in September

loves to teach her extended family who live in the midlands some Cornish words and phrases and regularly sings "Cornwall my home" to them

uses cornish to say please and thank you more often than not and her younger sibling, is also learning from her.





[Redacted]'s parent)



I am thrilled that cornish is being used. I look forward to new word. [Redacted] is thrilled to learn and relate back to me what she has learned.



[Redacted] ( [Redacted]'s parent)

3h

I cried and cried when the sang This is my Cornwall in Cornish , it was a heart rendering moment I will always remember this and fond memories of Luxulyan choir x

Cornish

[Redacted] loves to tell us the Cornish words for things when we are put and about and it's lovely to hear greetings being exchanged as she enters school in the morning. As a Cornish family through and through it's lovely to see our daughter being proud of her heritage.



Feedback about Go Cornish

It's really important to us that our child learns Cornish—it helps keep the language alive and connects us to our roots. We've even found ourselves calling a seagull a goolan now, which just shows how naturally it can become part of everyday life!



[Redacted] ( [Redacted]'s parent)

2h

[Redacted] had great fun shouting 'Bledhen Nowydh Da' to everyone in Truro on New Years Eve. He also had us all singing merry Christmas in Cornish before Christmas dinner. He loved the Cornish singing with the man on guitar and counts 1-10. He might not have been born in Cornwall but it's certainly his Eden and his home :)



[Redacted] ( [Redacted]'s parent)

9h

Every morning [Redacted] uses cornish in the mornings on the gate. She uses it at home most days too for her manners eg. Mar pleg. We also go to the China clay museum and use the cornish there to learn about the wildlife and machinery used. I think it's amazing to use and teach the children cornish as it's bringing back a bit of our history which they can be proud of.



Good afternoon,

The Go Cornish programme at Luxulyan Primary has been fantastic for my daughter in Y2. It has helped her to establish herself and feel a sense of belonging within the school community, and cornwall as a whole. It has also enabled her to have confidence and ownership in the home environment as she is able to be the educator to her parents. A role she delights in.

Her brother is at Sky Nursery (a setting that utilises the resources shared by Luxulyan) and they often discuss words that they know and correct each other on their pronunciation. They enjoy singing songs that include Cornish words and are ecstatic when they can successfully teach them to me too.



[Redacted] ( [Redacted]'s parent)

9h

[Redacted] always greets his swimming instructor in Cornish and has started teaching the other instructors and children at the pool too! He also loves using the cornish words for animals, especially 'goolan'



[Redacted] ( [Redacted]'s parent)

3h

The children Cornish have been taught to siblings which has inspired preschool to teach Cornish words. We have been learning 1 to 10 and the days of the week. I think it's great learning about our Cornish culture.





## DERIVAS KLUB KERNOW / KLUB KERNOW REPORT

### MIS EBREL '25 / APRIL '25

#### 1. Introduction

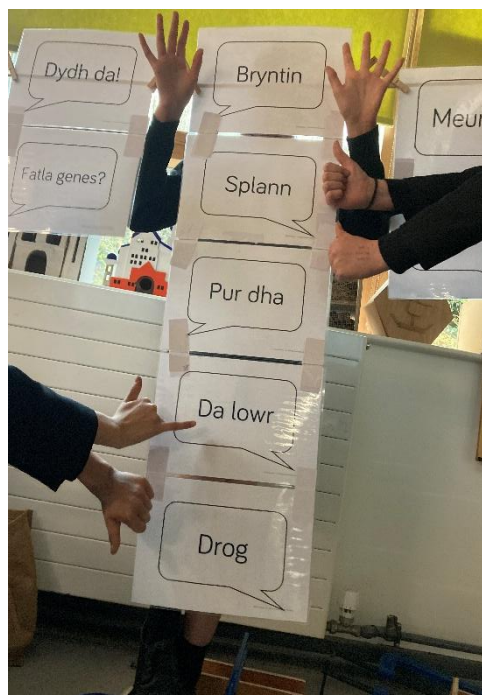
Klub Kernow represents Go Cornish's first step into secondary school education, testing the feasibility of introducing Cornish language and culture in a Key Stage 3 context. This pilot was developed in response to growing interest from secondary schools and the need to explore effective models for language engagement beyond primary settings.

#### 2. Pilot Overview

The pilot was hosted by Camborne Science and International Academy (CSIA) within its Nexus Centre of Excellence. Klub Kernow was run as an after-school club for one term, with one-hour weekly sessions. Eighteen students enrolled, alongside one parent participant. Weekly attendance varied from 12 to 15 pupils due to competing school activities such as sports and rehearsals.

#### 3. Approach & Resources Used

The club started from a zero baseline—none of the students had prior knowledge of Cornish. Sessions focused on building basic conversational skills through aural and interactive activities, rather than formal written work.



Resources used included:

- Re-purposed *Kows ha Flows* films originally designed for the WJEC Entry Level qualification
- Newly created short videos with target vocabulary and phrases
- A visual "washing line" of speech bubbles to support structured conversation
- Bespoke A3 worksheets to help plan and structure final conversations
- Take-home vocabulary sheets for consolidation

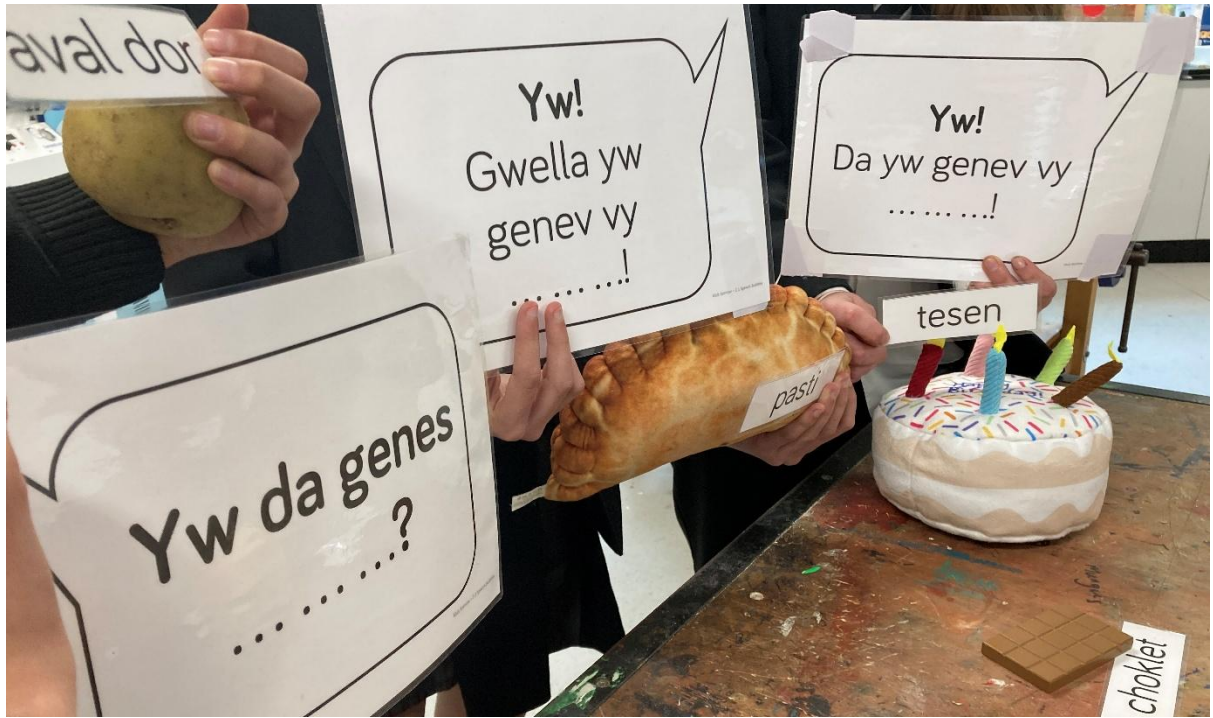
While the *Kows ha Flows* films were too advanced for the cohort, the new homemade videos were well received and supported learning effectively. Plans to remake these with more humour and clarity were identified.

#### 4. Challenges & Learnings

Progress was slower than anticipated, with each single lesson planned typically taking two weeks to deliver. Interruptions due to half-term and INSET days further reduced continuity. Additionally, pupils were drawn from different year groups and did not know one another, making them hesitant to speak in front of peers—a significant challenge for aural language learning.

Some pupils did not realise Klub Kernow would be language-focused and had expected cultural activities such as pasty-making. Adjustments were made to accommodate different learning styles, including the introduction of worksheet-based activities to supplement oral work.

Despite these challenges, the overall atmosphere remained positive and engaged.



#### 5. Pupil Feedback

Student responses were positive, showing clear enjoyment:

*"Of all the co-curriculum clubs I've been to, this one has been the best."*

*"It was really fun and I enjoyed it a lot – bryntin!"*

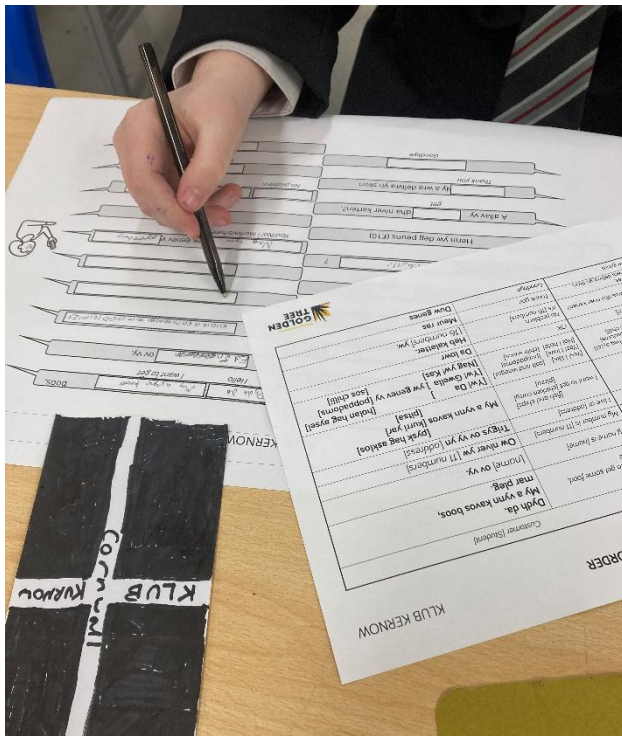
It was encouraging to hear that students wanted to continue their journey:

*"Will I be able to carry on learning Cornish when Klub Kernow is finished?"*

Also, students wanted to understand more of the cultural context of the language:

*"...it would be nice to embrace the Cornish history."*

The pilot confirmed both the challenges and opportunities of secondary delivery. There is genuine interest, but success will depend on resourcing, time, and materials designed for teachers with no Cornish language experience. A fuller set of resources—ideally covering a year's worth of delivery—could include cultural context, history, place names, and links to other Celtic languages.



## 6. Assessment & Outcomes

At the close of the project, pupils took part in a WJEC Entry Level Welsh qualification (adapted for Cornish). The task involved simulating a phone call with a food delivery service and required learners to respond to questions about personal details, orders, and payment information. The assessment was administered by Mark Trevethan of Cornwall Council.

Given the short delivery period, it is unlikely that many students will achieve the formal qualification—though their participation in the process was itself a valuable experience.

## 7. Recommendations for Future Delivery

This pilot project confirmed some of the well-documented barriers to secondary delivery:

- Lack of space in the formal curriculum
- Competing pressures on enrichment time
- Limited recognition of Cornish as a legitimate subject option

Despite these, the appetite is there. Young people want to keep learning, and schools are open to further involvement—especially if future resources align with national curriculum frameworks (e.g. MFL, Personal Development or Cultural Capital strands). Klub Kernow has helped us to identify some clear pathways forward:

- Develop a full year's worth of Klub Kernow content, including cultural context, placenames, and links to other Celtic languages
- Create resources (videos, flashcards, worksheets etc) that can be delivered by non-Cornish-speaking teachers
- Consider delivering Klub Kernow within curriculum time or as part of a structured enrichment offer

**The pilot confirms that there is both space and enthusiasm for Cornish language learning in secondary schools—given the right tools, time, and recognition. Klub Kernow provides a promising foundation on which to build.**



## Appendix iii) Run Around Survey Methodology and Results



### Run Around Survey - Instructions

#### WHAT is it?

The Run Around Survey is our way of collecting data about the impact of Go Cornish - we need this information to report to our funders (Cornwall Council). Hopefully, the 'Run Around' format is a lot more fun than just ticking boxes. However, you could also carry it out with a more static 'Hands Up' format if that works best for your school and circumstances.

#### WHEN should we do it?

We ask you to do the Run Around Survey TWICE. The first time *before* you start any Go Cornish delivery, then a second time when you are ready to submit your evidence for your Bronze Award.

#### WHO should take part?

This is a whole school survey, so it needs to be completed by every single class. You may choose to ask each class teacher to complete their own survey with their own class, or you may choose to oversee each class survey yourself (we suggest that you recruit a willing 'Kryw Kernewek' of pupil volunteers to help you)

#### HOW does it work?

1. Print out the '3 Answer Cards' (it's probably a good idea to laminate these).
2. Print out one copy of the '5 Questions Sheet' for each class in the school.
3.
  - i) For the 'Run Around' format, take each class to the hall or playground.
  - ii) For the 'Hands-Up' format just visit each class in their classroom.
4. Before asking any questions, you may wish to check whether pupils understand the difference between:
  - 'words in the Cornish language' and 'words about Cornish topics'
  - 'speaking the Cornish language' and 'speaking with a Cornish accent'
  - 'speaking other languages' and 'speaking the Cornish language specifically'
5. If you choose the 'Run Around' format, station 3 pupils in 3 corners of the space, each holding up an Answer Card.
6. Read out each of the 5 Questions in turn (or train your 'Kryw Kernewek' to read them out).
7. Give pupils 10 secs to think, to select their response and to run to the correct station (or put their hands up).
8. Count the number of pupils at each station (or with their hands up) and record this number on the '5 Questions Sheet'.
9. Collate the results from all classes and submit the combined data via the online 'Run Around Submission Form' or by email to [primary@gocornish.org](mailto:primary@gocornish.org), if you prefer.



# GO CORNISH RUN AROUND SURVEY RESULTS 2023- 2034

March '25															
	I KNOW Cornish language words			I SEE Cornish language on signs and displays around my school.			I HEAR Cornish language during assemblies & school events			I SPEAK Cornish in my classroom			I LIKE learning Cornish		
	NO	SOME	LOTS	NO	SOME	LOTS	NO	SOME	LOTS	NO	SOME	LOTS	NO	SOME	LOTS
BEFORE	2404	1425	114	2831	553	569	3055	770	68	2915	945	53	396	1289	2196
Go Cornish	39.65%	23.50%	1.88%	46.69%	9.12%	9.38%	50.39%	12.70%	1.12%	48.08%	15.59%	0.87%	6.53%	21.26%	36.22%
AFTER	112	875	1033	78	500	1476	93	723	1208	162	832	1025	187	519	1293
Go Cornish	5.48%	42.81%	50.54%	3.82%	24.46%	72.21%	4.55%	35.37%	59.10%	7.93%	40.70%	50.15%	9.15%	25.39%	63.26%
% DIFFERENCE		19.31%	48.66%		15.34%	62.83%		22.67%	57.98%		25.12%	49.27%		4.13%	27.04%

## Appendix iv) KPI DATA

Objectives	2022-23		2023-24		2024-25	
	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
Number of schools signed up for Go Cornish Programme;	30	53 Enrolled 34 Engaged	30	34	30	<b>30</b>
Number of schools attaining BRONZE Award	-	4	-	7	-	<b>12</b>
Total number of school pupils engaged. <i>(Reported but not a KPI)</i>	-	10,309 Enrolled 6,808 Engaged	-	6668 (18.75%)	-	<b>5422</b> (15%)
Number of Teachers that have taken part in Cornish Language training/learning.	N/A	22	15	27	15	<b>14</b>
<b>Comms &amp; PR</b>						
<b>Press;</b>						
<ul style="list-style-type: none"> <li>Highlight to a wide audience in Cornwall and beyond.</li> </ul>	65,000	8,713,800	65,000	138,260 BBC Travel Article 100,000 + 31,000 + 7,260 CBeebies Treasure Tales	65,000	<b>0</b>
<ul style="list-style-type: none"> <li>Gain national / high reach coverage.</li> </ul>	2 pieces	3 pieces	2 pieces	3 BBC Travel Language Magazine + BBC/S4C Dechrau Canu Dechrau Canmol (ft Go Cornish Treloweth School) + BBC Cbeebies (featuring Go Cornish Trewirgie School)	2 pieces	<b>0</b> MP visit St Meriadoc Mention in parliament
<b>Social Media (Facebook &amp; Twitter);</b>						
<ul style="list-style-type: none"> <li>Percentage of Go Cornish schools using closed group.</li> </ul>	25%	26%	30%	32%	30%	<b>32%</b>



<ul style="list-style-type: none"> <li>Number of people following the brand across both.</li> </ul>	3,250	3,377	3,700	3,745	3,700	<b>3,745</b>
<ul style="list-style-type: none"> <li>Engagement with our posts across both, includes clicks, comments, likes, shares and views.</li> </ul>	8,000	11,840	10,000	7,370	10,000	<b>6,450</b>
<ul style="list-style-type: none"> <li>Reach (no. of individual profiles that have seen Go Cornish on their feeds)</li> </ul>	88,000	101,736	100,000	85,728	100,000	<b>73,728</b>
<b>GC Award Schools Newsletter (No. of issues/year)</b>	4	5	6	6	6	<b>4</b>
<p>Develop, test and publish GC Award programme resources.</p> <p><i>(mix of language vs curriculum to be agreed &amp; signed off annually)</i></p>		<p>Klappya Tressa, Klappya Kynsa (updated)</p> <p>MTfP: Kath, Gwarier Rugby</p> <p>Phrasebooks: Toys, Food, Days &amp; Months</p> <p>Song: Happy Birthday Kerra Kernow'</p> <p>Rhymes: 'Pandr'a wre'ta? Dy'Lun, Dy Meurth</p>	<p>Website Content Updates:</p> <p>Headteacher video</p> <p>Staff Briefing Video</p> <p>Website Orientation Video/s</p> <p>Unpacking Klappya Kynsa video</p> <p>Phrasebooks</p> <p>School visits</p>	<p>Website Content Videos: Headteacher Staff Briefing Orientation Unpacking Klappya Kynsa</p> <p>Phrasebooks: Body Parts Halloween</p> <p>6.School visits: 30 face-to-face 19 online</p> <p>Extras: Teaching paths TfP Notes rewrite</p> <p>Rhymes: Pymp Bulhorn Eus Diskovarn Dhis?</p>	-	<p><b>Guidance Docs:</b> Revised Bronze Award Criteria Chart Printable Bronze Award Checklist</p> <p><b>Phrasebooks:</b> COAST HOMES &amp; HOUSES SPACE RIVERS &amp; THE WATER CYCLE DIGGING FOR DINOSAURS BEES &amp; HONEY</p> <p><b>Rhymes:</b> PRYS KEMPENNA (Tidy-up Time) DOHAJYDH DA (Good Afternoon) DUW GENES (Goodbye)</p>

