

Cynllun Datblygu Ysgol: Crynodeb

Gweledigaeth yr ysgol

Rydym yn ysgol hapus a chroesawgar sydd a'i chalon yn y gymuned. Datblygwn ein disgyblion i fod yn ddysgwyr annibynnol, galluog, hyderus a'n ddinasyddion fyd eang.

Hoffwn barhau i ddatblygu'r ysgol fel sefydliad sy'n dysgu er mwyn creu dysgwyr uchelgeisiol a galluog sy'n barod i ddysgu trwy gydol oes.

Rydym yn ymfalchio yn yr addysg eang, gytbwys a llawn a ddarparwn drwy'r ysgol. Ac yn yr un modd, rydym hefyd yn ymfalchio yn yr awyrgylch gyfeillgar a gofalggar sydd bob amser i'w weld.

Mae Lles disgyblion yn ganolbwynt i bob peth da sy'n digwydd yma yn Sant Curig.

Cynlluniwn gwricwlwm sydd yn gyfoethog o ran gwybodaeth, sgiliau a phrofiadau, yn galluogi i ddisgyblion gael dyheadau ac i lwyddo drwy gynnig her i bawb.

The school's vision

We are a happy and welcoming school whose heart is in the community. We develop our pupils to be independent, capable, confident learners and global citizens.

I would like to continue to develop the school as a learning organization in order to create ambitious and capable learners who are ready to learn throughout life.

We are proud of the broad, balanced and full education we provide throughout the school. And in the same way, we also pride ourselves on the friendly and caring atmosphere that is always evident.

Pupils' Wellbeing is the center of all good things that happen here at Sant Curig.

We plan a curriculum that is rich in terms of knowledge, skills and experiences, enabling pupils to have aspirations and to succeed by offering a challenge to everyone.

Hunanwerthuso ysgol/Self Evaluation: Trosolwg/Overview

Cryfderau

- Mae rhan fwyaf o ddysgwyr yn gwneud cynnydd da mewn perthynas â'u manau cychwyn, a'u gallu. Mae hyn yn gyson ar draws y mwyafrif o ddosbarthiadau ac ar draws y camau cynnydd.
- Mae'r gwaith sydd wedi cychwyn ar lais 21 wedi gwella safonau siarad a gwrando a ymhellach. Mae bron bob un disgybl yn ymwybodol o strategaethau Llais 21 ac yn medru eu defnyddio yn hyderus ar adegau. Nodwyd mewn adroddiad diweddar gan ein Partner Gwella (yn dilyn taith dysgu), **"Mae'r ysgol wedi ymgorffori strategaethau 'Llais 21' yn effeithiol iawn ac erbyn i'r disgyblion gyrraedd pen uchaf yr ysgol, maent yn hyderus wrth drafod ar lafar, gan ddangos cywirdeb ac aeddfedrwydd. Mae'r arferion sydd wedi sefydlu o safon uchel iawn - arfer sydd yn werth rhannu gyda sefydliadau eraill."**
- Mae systemau clir mewn lle i adnabod a gweithredu ar gyfer disgyblion sy' ddim yn gwneud cynnydd da.
- Mae rhan fwyaf o ddisgyblion ADY a MATH yn gwneud cynnydd da mewn perthynas â'u manau cychwyn a'u targedau heriol ac mae systemau da mewn lle er mwyn adnabod y disgyblion hyn.
- Mae'r rhan fwyaf o ddisgyblion fel arfer yn teimlo'n ddiogel ac yn rhydd o gam-drin corfforol a geiriol yn yr ysgol. Mae rhan fwyaf o ddisgyblion yn magu hyder yn dda. Maent yn deall sut i wneud dewisiadau iach mewn perthynas â diet, gweithgaredd corfforol a lles emosiynol
- Mae'r rhan fwyaf o ddisgyblion yn datblygu eu medrau corfforol yn dda ac yn gwneud dewisiadau buddiol a gweithredol.
- Mae rhan fwyaf o ddisgyblion yn datblygu'n dda fel dysgwyr uchelgeisiol a galluog mewn ystod eang o Feysydd Dysgu a Phrofiad a chyd-destunau
- Mae llawer o ddisgyblion yn fodlon rhoi cynnig arni. Mae'r rhan fwyaf o ddysgwyr yn ymgysylltu'n dda iawn mewn ystod eang o brofiadau newydd ac anghyfarwydd.
- Mae'r plant yn llwyr ymwybodol o'r Her Werdd ac yn deall bod angen ymateb i'r her er mwyn dangos gwelliant.
- Mae llawer o athrawon yn dadansoddi dysgu blaenorol yn dda ac yn gynyddol, ac yn ei ddefnyddio i osod her effeithiol sy'n adlewyrchu anghenion rhan fwyaf o ddisgyblion. Yn yr enghreifftiau orau, mae gwahaniaethu yn effeithiol ac yn cynnwys sgaffaldiau o ansawdd da ac heriau sy'n ymestyn y dysgu'n effeithiol, mae angen cysoni hyn ar draws yr ysgol.
- Mae'r rhan fwyaf o ddisgyblion yn ymddwyn yn dda mewn gwersi. Mae ganddynt ddealltwriaeth a chymhwysiad da o ddibenion rheolau, gwobrau a chmau gwella ymddygiad yn yr ysgol. Partner Gwella: **"Mae aeddfedrwydd y disgyblion iau yn nodwedd arbennig, mae ganddynt berchnogaeth dros eu dysgu ac yn ymfalchïo yn eu cyflawniadau."**
- Mae dysgwyr yn mwynhau amseroedd chwarae a chinio ac mae ymddygiad y disgyblion yn ystod cyfnodau egwyl a chinio yn dda, gyda ran fwyaf o ddisgyblion yn ymddwyn yn gyson dda yn y cyd-destunau hyn.
- Mae'r ysgol yn darparu profiadau dysgu o ansawdd da sy'n ysbrydoli rhan fwyaf o ddisgyblion ac yn codi eu dyheadau ynghylch gyrfaoedd y dyfodol a byd gwaith. Partner Gwella: **"Mae'r addysgu ac addysgu yn yr ysgol hon ar y cyfan yn gadarn iawn. Gwelwyd strategaethau asesu ar gyfer dysgu llwyddiannus ar waith ym mhob un dosbarth"**.
- Mae'r ysgol yn cefnogi datblygiad medrau cymdeithasol ac emosiynol bron pob disgybl o bob cefndir yn arbennig o dda.
- Mae iechyd meddwl a lles yn rhan gwreiddiol o destunau a themau sy'n codi bob blwyddyn ym mhob dosbarth/blwyddyn. Mae cefnogaeth yr ysgol i les ac iechyd meddwl bron pob disgybl yn rhagorol (er enghraifft ar ôl cyfnodau pan oedd yr ysgol ar gau i ddisgyblion).
- Mae adroddiadau ysgol i rieni yn cynnwys gwybodaeth o ansawdd da am gynnydd eu plentyn a thargedau penodol ar sut y gall eu plentyn wneud cynnydd pellach yn y dyfodol.
- Mae adeilad a safle'r ysgol yn ddiogel ac mae arweinwyr yn hyrwyddo diwylliant effeithiol iawn i'r holl staff, sy'n ymwybodol iawn o'r risgiau i les disgyblion
- Mae darpariaeth yr ysgol ar gyfer amddiffyn plant, gan gynnwys nodi'r cymorth a ddarperir ar gyfer plant mewn angen neu sydd mewn perygl o niwed sylweddol, a'r disgyblion hynny sy'n derbyn gofal gan yr awdurdod lleol, yn briodol a nid ydynt yn bryder. Mae staff ac arweinwyr ar bob lefel yn gwybod beth i'w wneud os oes ganddynt bryderon am ddisgybl, neu am ymddygiad oedolyn tuag at ddisgyblion.
- Mae gan yr ysgol weithdrefnau cadarn iawn i sicrhau addasrwydd staff ac unigolion eraill sydd mewn cysylltiad â disgyblion.
- Mae arweinwyr wedi datblygu tîm hynod effeithiol, arloesol, ymroddedig o athrawon a chymorthyddion. Mae arweinwyr yn rhoi pwyslais mawr ar les staff trwy ystod eang iawn o ddulliau ar gyfer grwpiau ac unigolion.
- Mae arweinwyr a rheolwyr yn modelu ac yn hyrwyddo gwerthoedd ac ymddygiadau proffesiynol yn rhagorol.

Mynychwyd cyfarfodydd llywodraethwyr yn dda. Mae ansawdd y cyfarfodydd yn dda gydag ystod o gyfraniadau. Caiff cyfarfodydd eu rhedeg yn dda Mae llywodraethwyr yn deall ac yn cyflawni eu rolau a'u cyfrifoldebau'n dda iawn.

- Mae gan yr ysgol hanes hir a llwyddiannus o wneud a chynnal gwelliannau, sy'n cael effaith gryf ar ddysgu a lles disgyblion, er enghraifft trwy welliannau i addysgu ar draws yr ysgol. Partner Gwella: **Mae staff y Cyfnod Iau yn adeiladu ar y sylfaen cryf mae'r plant yn derbyn islawr yn yr ysgol. Gwelwyd strategaethau addysgu hynod o effeithiol, oedd yn cynnwys y defnydd o effeithiol o dechnoleg er mwyn atgyfnerthu'r dysgu**
- Mae arweinwyr yn modelu arloesedd yn dda iawn ac mae risgiau proffesiynol yn cael eu gwerthfawrogi. Nid yw staff yn ofni methiant ac mae arloesi yn aml wrth wraidd dysgu proffesiynol. Partner Gwella: **"Wrth gwyrddro'r ysgol, ac yn ystod y cyfarfod adborth ar ddiwedd y bore fe ddaeth hi'n amlwg bod arweinyddiaeth ddosranedig yn gryf iawn. Mae'r arweinwyr adran yn adnabod y plant a'r staff yn dda iawn ac mae ganddynt ddarlun clir iawn o ansawdd yr addysgu a'r dysgu. Maent hefyd yn medru adnabod meysydd datblygol ac agweddau gwella sydd angen sylw."**

Strengths:

- Most learners make good progress in relation to their baseline, and their ability. This is consistent across the majority of classes and across the progression stages.
- The work that has started on Voice 21 has improved speaking and listening standards and further. Almost every single pupil is aware of Llais 21 strategies and can use them confidently at times. **It was noted in a recent report by our Improvement Partner (following a learning trip), "The school has incorporated 'Voice 21' strategies very effectively and by the time the pupils reach the top of the school, they are confident when discussing orally, showing integrity and maturity. The practices that have been established are of a very high standard - a practice that is worth sharing with other organisations."**
- There are clear systems in place to identify and take action for pupils who are not making good progress.
- Most ALN and MAT pupils make good progress in relation to their starting points and challenging targets and there are good systems in place to identify these pupils.
- Most pupils usually feel safe and free from physical and verbal abuse at school. Most pupils gain confidence well. They understand how to make healthy choices in relation to diet, physical activity and emotional well-being
- Most pupils develop their physical skills well and make beneficial and active choices.
- Most pupils develop well as ambitious and capable learners in a wide range of Learning and Experience Areas and contexts
- Many pupils are willing to try and experiment. Most learners engage very well in a wide range of new and unfamiliar experiences.
- The children are fully aware of the 'Her Werdd', and understand that it is necessary to respond to the challenge in order to show improvement.
- Many teachers analyze previous learning well and increasingly, and use it to set an effective challenge that reflects the needs of most pupils. In the best examples, differentiation is effective and includes good quality scaffolding and challenges that extend learning effectively, this needs to be harmonized across the school.
- Most pupils behave well in lessons. They have a good understanding and application of the purposes of rules, rewards and measures to improve behavior at school. **Improvement Partner: "The maturity of the Junior pupils is a special feature, they have ownership over their learning and are proud of their achievements."**
- Learners enjoy play times and lunch and the pupils' behavior during break and lunch periods is good, with most pupils behaving consistently well in these contexts.
- The school provides good quality learning experiences that inspire most pupils and raise their aspirations regarding future careers and the world of work. **Improvement Partner: "The teaching and learning in this school is generally very solid. Assessment strategies for successful learning were seen in action in every single class".**
- School reports for parents contain good quality information about their child's progress and specific targets on how their child can make further progress in the future.
- The school building and site are safe and leaders promote a very effective culture for all staff, who are well aware of the risks to pupils' well-being
- The school's provision for child protection, including identifying the support provided for children in need or at risk of significant harm, and those pupils who receive care from the local authority, is appropriate and not they are a concern. Staff and leaders at all levels know what to do if they have concerns about a pupil, or about an adult's behavior towards pupils.
- The school has very robust procedures to ensure the suitability of staff and other individuals who are in contact with pupils.

- Leaders have developed a highly effective, innovative, dedicated team of teachers and assistants. Leaders place great emphasis on staff wellbeing through a very wide range of methods for groups and individuals.
- Leaders and managers model and promote professional values and behaviors excellently.
- Governors' meetings were well attended. The quality of the meetings is good with a range of contributions. Meetings are run well Governors understand and fulfill their roles and responsibilities very well.
- The school has a long and successful history of making and maintaining improvements, which have a strong impact on pupils' learning and well-being, for example through improvements to teaching across the school. **Improvement Partner: The staff of the Junior Period build on the strong foundation that the children receive at school. Extremely effective teaching strategies were seen, which included the effective use of technology in order to reinforce learning**
- Leaders model innovation very well and professional risks are valued. Staff are not afraid of failure and innovation is often at the heart of professional learning. **Improvement Partner: "During our learning walk around the school, and during the feedback meeting at the end of the morning, it became clear that distributed leadership is very strong. The department leaders know the children and staff very well and have a very clear picture of the quality of teaching and learning. They are also able to identify developing areas and aspects of improvement that need attention."**

Meysydd i'w Datblygu

- Rydym yn awyddus i wella safonau darllen ymhellach, gan sicrhau cyfleoedd i ddarllen ystod o destunnau gwahanol. edrychwn hefyd ar safonau ysgrifennu a sicrhau cyfleoedd i blant derbyn profiadau o ysgrifennu mewn genres gwahanol. **(Gweler CDY 2024/25 Blaenoriaeth 3 CDY. Hefyd Gweler CDY Cynllun 3 blynedd)**
- Angen mireinio ymhellach asesiadau mewnol, ac o fewn y clwstwr o ysgolion Cymraeg y Fro, fel ein bod yn cysoni'r prosesau ac yn defnyddio'r data mewn modd effeithiol. (Yn sgil dyfodiad y Cwricwlwm i Gymru a datblygiad Camau Curig) **(Blaenoriaeth 2 CDY 2024-25)**
- Gweithio ar Bolisi Perthnasoedd a fydd yn ein cefnogi gyda dysgu Addysg Cydberthynas a Rhywioldeb. **(Blaenoriaeth 4 CDY 2024/25)**
- Yn dilyn adolygiad cwmni Paul Dix, mae'r ysgol yn bwriadu cysoni'r modd rydym yn disgyblu plant a gosod rheolau. Rydym hefyd yn cynhyrchu polisi perthnasoedd a fydd yn cryfhau'r elfen yma yn SC. **(Blaenoriaeth 4 CDY 2024/25)**
- Mae llawer o ddisgyblion yn gwerthfawrogi adborth ac yn defnyddio'r adborth i symud eu dysgu ymlaen yn dda. Yn yr enghreifftiau orau, maent yn derbyn yr adborth yma gan amrywiaeth o gyfoedion mewn amrywiaeth o ffyrdd. ee. yn ysgrifenedig, ar lafar ac ati, ac yn ei ddefnyddio'n effeithiol. Mae angen cysoni hyn ar draws yr ysgol. **(Blaenoriaeth 1 CDY AAGD)**
- Mae athrawon yn datblygu meddwl a dealltwriaeth disgyblion trwy holi a monitro priodol o ran dysgu'r disgyblion. Mae athrawon yn darparu cyfleoedd addas i ddisgyblion asesu eu dysgu eu hunain a'u cyfoedion, lle bo'n briodol. Serch hynny, mae angen i cysoni hyn ar draws yr ysgol ac i sicrhau bod hyn yn weladwy o few dosbarthiadau a mewn llyfrau dysgwyr. **(Blaenoriaeth 1 CDY AAGD 2023/24 ac ato 2024/25 i ffocysu ar y gwaith cychwynwyd gan Shirley Clarke)**
- Mae medrau rhifedd y rhan fwyaf o ddisgyblion ar draws y cwricwlwm yn dda, gyda niferoedd cynyddol o feysydd rhifedd yn dangos perfformiad cryf. Maent yn cymhwyso eu medrau yn aml ar y lefel cywir. Yn gynyddol, mae rhan fwyaf o ddisgyblion yn nodi lle gallant ddefnyddio eu medrau rhifedd mewn ystod o gyd-destunau dysgu. Ar y cyfan, defnyddiant y medrau hyn yn annibynnol. Mae'r mwyafrif o blant yn medru esbonio datrusiadau yn effeithiol ond mae angen datblygu a chysoni'r arfer yma ar draws yr ysgol. **(Blaenoriaeth 5 CDY)**
- Teimlwn bod angen sicrhau bod y sylw cywir yn cael ei roi i holl agweddau o'r pwnc Rhifedd/mathemateg dros y flwyddyn. **(Blaenoriaeth 5 CDY)**

Areas for Development

- We are keen to further improve reading standards, ensuring opportunities to read a range of different texts. we also look at writing standards and ensure opportunities for children to receive experiences of writing in different genres. **(See SDP 2024/25 Priority 3 SDP. Also See SDP 3-year Plan)**
- Internal assessments need to be further refined, and within the cluster of Welsh-speaking schools in the Vale, so that we regulate the processes and use the data effectively. (Following the arrival of the Curriculum to Wales and the development of Camau Curig) **(Priority 2 SDP 2024-25)**
- Working on a Relationship Policy that will support us with learning Relationship and Sexuality Education. **(Priority 4 SDP 2024/25)**

- Following the Paul Dix company review, the school intends to adapt and refine the way we discipline children and set rules. We are also producing a relationship policy that will strengthen this element in SC. **(Priority 4 SDP 2024/25)**
- Many pupils value feedback and use the feedback to move their learning forward well. In the best examples, they receive this feedback from a variety of peers in a variety of ways. e.g. in writing, orally etc., and uses it effectively. This needs to be regulated across the school. **(Priority 1 SDP AAGD)**
- Teachers develop pupils' thinking and understanding through appropriate questioning and monitoring in terms of the pupils' learning. Teachers provide suitable opportunities for pupils to assess their own learning and that of their peers, where appropriate. Nevertheless, it is necessary to adapt and refine this across the school and to ensure that this is visible in several classes and in learners' books. **(Priority 1 CDY AAGD 2023/24 and to 2024/25 to focus on the work started by Shirley Clarke)**
- The numeracy skills of most pupils across the curriculum are good, with increasing numbers of numeracy areas showing strong performance. They apply their skills often at the right level. Increasingly, most pupils indicate where they can use their numeracy skills in a range of learning contexts. On the whole, they use these skills independently. The majority of children can explain solutions effectively but this practice needs to be developed and regulated across the school. **(Priority 5 SDP)**
- We feel that it is necessary to ensure that the right attention is given to all aspects of the Numeracy/mathematics subject over the year. **(Priority 5 SDP)**

GWERTHUSO CYNLLUN DATBLYGU YSGOL 2023 /2024

Blaenoriaeth	Gwerthusiad o'r cynnydd
<p>1. Dysgu ac Addysgu – Y 12 Egwyddor. Gwella ansawdd yr addysgu, gan ffocysu ar agweddau AAGD yn benodol</p> <p>1. Teaching and Learning – The 12 Principles. Improving the quality of teaching, focusing on aspects of AFL in particular</p>	<p>Codwyd safonau dysgu ac addysgu yn sgil y gwaith a wnaethpwyd af flaenoriaeth 1 yn y CDY, ar draws yr ysgol. Trwy arsylwadau dysgu, gwelwyd effaith yr amrywiaeth o hyfforddiant derbyniwyd gan staff eleni. Fe wnaeth hyn arwain ar ran fwyaf o wersi da iawn ar draws yr ysgol. Mae strategaethau effeithiol AaGD ynghyd ag elfennau Llais 21 yn amlwg mewn bron bob un dosbarth ar draws yr ysgol. Wrth ddatblygu safonau dysgu ac addysgu, mae nawr rhaid sicrhau cyfleoedd i arsylwi arfer dda a rhagorol o fewn ein hysgol. Mi fydd dysgu ac addysgu yn parhau i fod yn flaenoriaeth gan edrych ymhellach ar ddatblygu sgiliau annibyniaeth dysgwyr o fewn yr ystafell ddosbarth.</p> <p>Teaching and Learning standards were raised as a result of the work carried out in priority 1 in the SDP, across the school. Through learning observations, the impact of the variety of training received by staff this year was seen. This led to most teaching very good lessons across the school. Effective AFL strategies together with Llais 21 elements are evident in almost every class across the school. When developing teaching and learning standards, we must now ensure opportunities to observe good and excellent practice within our school. Teaching and Learning will continue to be a priority with a further look at developing learners' independence skills within the classroom.</p>

<p>2. I gryfhau prosesau Asesu Ysgol Sant Curig drwy ddefnyddio Camau Curig fel cerrig milltir disgyblion ac i ddefnyddio system Asesu i gadw portfolio personol i bob disgybl yn yr ysgol.</p> <p><i>2. To strengthen Ysgol Sant Curig's Assessment processes by using Camau Curig as pupils' milestones and to use an Assessment system to keep a personal portfolio for each pupil in the school.</i></p>	<p>Teimlwn bod bob un aelod o staff wedi codi hyder wrth ddefnyddio Camau Curig a Seesaw eleni. Gwelwyd tystiolaeth gryf ar draws bob oedran o weithgareddau pwrpasol ar Seesaw yn cael eu rhannu gyda'r rhieni. Fe dreulion ni peth amser yn ein HMS haf yn trafod y Camau Curig a'r angen i fireinio, datblygu'r Camau. Yn ystod tymor yr haf, bu Mr Mathew Price (Arweinydd Data) yn dadansoddi data Camau Curig er mwyn i ni allu datblygu a mireinio ein gweithdrefnau wrth symud ymlaen. Fe fydd Camau Curig/Seesaw eto ar ein cynllun datblygu 2024/25, gyda'r bwriad o gynnal HMS ble fydd staff yn gallu cymedroli beth mae 'Profiad, Datblygu a Chadarn' yn edrych fel. Byddwn hefyd yn gwerthuso a datblygu ein defnydd o Seesaw drwy'r ysgol.</p> <p><i>We feel that every member of staff has gained confidence in using Camau Curig and Seesaw this year. Strong evidence was seen across all ages of purposeful activities on Seesaw being shared with our parents. We spent some time in our summer INSET discussing the Curig Stages and the need to refine, develop the Stages. During the summer term, Mr Mathew Price (Data Leader) analyzed Camau Curig data so that we could develop and refine our procedures moving forward. Camau Curig/Seesaw will again be on our 2024/25 development plan, with the intention of holding an INSET where staff will be able to moderate what 'Experience, Development and Embedded' looks like. We will also evaluate and develop our use of Seesaw throughout the school.</i></p>
<p>3. Cryfhau ymhellach sgiliau llafar a gwranddo ein disgyblion er mwyn ymateb i'r datganiad o'r hyn sy'n bwysig ym maes ieithoedd, llythrennedd a chyfathrebu. Mae hyn yn rhan allweddol o weledigaeth yr ysgol.</p> <p><i>3. Further strengthen our pupils' oral and listening skills in order to respond to the statement of what is important in the field of languages, literacy and communication. This is a key part of the school's vision.</i></p>	<p>Fel rhan o gylch monitro'r ysgol cafwyd y cyfle i siarad gyda'r dysgwyr am eu profiadau yn defnyddio strategaethau Llais 21 ar lawr y dosbarth. Roedd y disgyblion yn ymwybodol o sgiliau gwranddo'r Ysgol Wrando ac yn medru rhoi enghreifftiau o'r mathau amrywiol o bynciau y maent wedi trafod yn eu gwersi dyddiol. Wrth drafod gyda'r disgyblion roedd hi'n amlwg eu bod wedi cael sgaffaldau cadarn o ran patrymau brawddeg a geirfa ac roeddent yn medru defnyddio y rhain mewn sgwrs. Teimlodd y disgyblion eu bod wedi codi hyder eleni wrth ddefnyddio strategaethau Llais 21 yn y dosbarth.</p> <p>Ar y cyfan rydym wedi dechrau'n dda gyda cyflwyno strategaethau Llais 21 yn yr ysgol. Mae camau nesaf cadarn gyda ni i weithio arnynt y flwyddyn nesaf er mwyn parhau i ddatblygu canllawiau trafod, defnydd o'r Fframwaith Llythrennedd ac hunan asesu/asesu cyfoedion.</p> <p><i>As part of the school's monitoring cycle there was the opportunity to talk to the learners about their experiences using Llais 21 strategies on the classroom floor. The pupils were aware of the Listening School's listening skills and were able to give examples of the various types of subjects they have discussed in their daily lessons. When discussing with the pupils it was clear that they had solid scaffolding in terms of sentence patterns and vocabulary and they were able to use these in conversation. The pupils felt that they had gained confidence this year when using Llais 21 strategies in class. On the whole we have started well with the introduction of Llais 21 strategies in the school. We have solid next steps to work on next year in order to continue developing discussion guidelines, use of the Literacy Framework and self/peer assessment.</i></p>

<p>4. Creu Polisi Perthnasoedd sy'n cyfuno'r gwaith gwnaethpwyd ar fewnblannu dull ysgol gyfan i gefnogi lles a iechyd meddwl gyda'r gwaith rydym wedi gwneud gyda cwmni Paul Dix (When the Adults Change)</p> <p>4. Create a Relationships Policy that combines the work done on embedding a whole school approach to support wellbeing and mental health with the work we have done with Paul Dix's company (When the Adults Change)</p>	<p>Gwelwyd newid sicr o ran cysondeb yn delio gyda digwyddiadau, esboniadau clir i'r disgyblion, a dealltwriaeth ynghylch y 3 rheol, gyda bron bob aelod o staff nawr yn gweithio'n fwy hyderus. Dewiswyd ennillydd ar gyfer y posteri gan Mr Jones a'r Cyngor Iechyd a Lles, ac mae'r poster buddugol bellach wedi cael ei ddatblygu i fersiwn broffesiynol, drwy waith gyda chwmni lleol Ask Frank. Mae bron bob aelod o staff yn teimlo yn fwy hyderus wrth gyfeirio at y 3 rheol ac mae hyn i'w weld o gwmpas yr ysgol drwy ymddygiad y disgyblion. Trafodwyd holiadur staff ymhellach mewn is-bwyllgor Lles y Llywodraethwyr, gan drefnu rhyddhau fersiwn byrrach, mwy pwrpasol yn ystod Tymor Yr Haf. Trefnwyd cyfarfod rhwng yr UDRH a Hannah Hall ar gyfer dechrau Tymor yr Haf. Roedd yna newidiadau staffio o fewn cwmni 'When the Adults Change' wnaeth olygu nad oeddem yn gallu cadw at y rhannau o'r amserlen oedd yn eu cynnwys nhw. Mae'r sesiynau yma wedi ei hail-drefnu nawr ar gyfer Tymor yr Hydref '24. Mae gweithio gyda'n rhieni er mwyn helpu esbonio disgwyliadau yn rhywbeth mae staff yn teimlo sydd angen parhau i weithio arno felly bydd y gwaith gyda W.T.A.C o fudd tymor nesaf.</p> <p><i>A definite change was seen in terms of consistency in dealing with events, clear explanations to the pupils, and understanding regarding the 3 rules, with almost all members of staff now working with more confidence. A winner for the posters was chosen by Mr Jones and the Health and Wellbeing Council, and the winning poster has now been developed into a professional version, through work with local company Ask Frank. Almost all members of staff feel more confident when referring to the 3 rules and this can be seen around the school through the behavior of the pupils.</i></p> <p><i>The staff questionnaire was discussed further in the Governors' Welfare sub-committee, organizing the release of a shorter, more purposeful version during the Summer Term. A meeting was arranged between the UDRH and Hannah Hall for the start of the Summer Term.</i></p> <p><i>There were staffing changes within the company 'When the Adults Change' which meant that we were unable to keep to the parts of the schedule that included them. These sessions have now been rescheduled for the Autumn Term '24. Working with our parents to help explain expectations is something staff feel needs to continue working on so the work with W.T.A.C will be beneficial next term.</i></p>
<p>5. I fapio mathemateg ar draws yr ysgol fel cynnigir y profiadau a chyfloedd eiddgar i'r disgyblion wrth addasu'r ffordd o addysgu mathemateg gan roi bwyslais ar ddealltwriaeth cadarn o'r agweddau fathemategol, ar lafar ac yn ysgrifenedig.</p> <p>5. To map mathematics across the school so that the experiences and opportunities are offered to the pupils when adapting the way of teaching mathematics, placing emphasis on a</p>	<p>Blwyddyn llwyddiannus gyda'r defnydd cyntaf o'r mapiau mathemateg. Gweler y staff ar draws yr ysgol yn dilyn y mapiau yn effeithiol ac o ganlyniad, mae'r disgyblion wedi derbyn ystod eang o brofiadau mathemategol. Mae mwy o adnoddau wedi cael eu archebu a disgwyliar mwy o ddefnydd o adnoddau yng ngwersi mathemateg a rhifedd o fis Medi ymlaen. Gweler naws positif am fathemateg a rhifedd ar draws yr ysgol, ble mae'r staff yn barod ac yn hyderus i'w ddefnyddio'n briodol. Mi fydd y cynllun a'r mapiau yn parhau o fis Medi 2024 ymlaen, gan roi fwy o bwyslais ar rhifedd ar draws a'r profion newydd mathemateg.</p> <p><i>A successful year with the first use of the maths maps. See the staff across the school following the maps effectively and as a result, the</i></p>

solid understanding of the mathematical aspects, both verbally and in writing.

pupils have received a wide range of mathematical experiences. More resources have been ordered and more use of resources is expected in mathematics and numeracy lessons from September onwards. See a positive mood about mathematics and numeracy across the school, where the staff are ready and confident to use it appropriately. The plan and maps will continue from September 2024 onwards, placing more emphasis on numeracy across the board and the new mathematics tests.



Tyfwn ar ein taith

Blaenoriaethau Cynllun Datblygu Ysgol 2024/2025

Blaenoriaeth	Camau Gweithredu	Cymorth
<p>Dysgu ac Addysgu – I ddatblygu a gwella safonau dysgu ac addysgu ar draws yr ysgol gam ganolbwyntio ar ddatblygu sgiliau annibyniaeth ymysg y dysgwyr, gan gynnwys defnydd o'r ardal allanol yn Y Cyfnod Sylfaen.</p> <p>Ein gweledigaeth: <i>'Yma yn Sant Curig, cynlluniwn gwricwlwm sydd yn gyfoethog o ran gwybodaeth, sgiliau a phrofiadau, yn galluogi i ddisgyblion gael dyheadau ac i lwyddo drwy gynnig her i bawb.'</i></p> <p><i>Teaching and Learning – To develop and improve teaching and learning standards across the school, focus on developing independence skills among the learners, including use of the outdoor learning area in The Foundation Phase. Our vision: 'Here at Sant Curig, we design a curriculum that is rich in knowledge, skills and experiences, enabling pupils to have aspirations and to succeed by offering a challenge to everyone.'</i></p>	<ul style="list-style-type: none"> - HMS. Asesu ar Gyfer Dysgu Beth sydd yn gwneud gwers dda? - Monitro gwersi fel rhan o rheoli perfformiad. - Dathliadau i rieni – dathlu gwaith y dysgwyr drwy gwahodd rhieni i fewn i fod yn rhan o Taith y Tymor. - Monitro ysgol gyfan – Trwy arsylwadau, craffu ar lyfrau a siarad a phlant, asesu a yw safonau dysgu ac addysgu yn codi ar draws yr ysgol. - Arsylwi ar arfer dda – staff i arsylwi ar arfer dda o fewn yr ysgol ac o fewn ysgolion eraill. - Trefnu hyffroddiant perthnasol ar gyfer dysgu ac addysgu. Defnyddio cronfa CSC i sicrhau ein bod yn defnyddio yr hyfforddiant diweddaraf o ran addysgeg. - Archebu Adnoddau pwrpasol ar gyfer yr ardal allanol er mwyn hybu datblygiad sgiliau ac annibyniaeth. - HMS Assessment for Learning What makes a good lesson? - Monitor lessons as part of performance management. - Celebrations for parents - celebrating the learners' work by inviting parents in to be part of the Season's Tour. - Monitoring the whole school - Through observations, scrutiny of books and talking to children, assess whether learning and teaching standards are rising across the school. - Observing good practice – staff to observe good practice within the school and within other schools. - Organizing relevant training for learning and teaching. Using the CSC fund to ensure we use the latest training in terms of pedagogy. - Ordering specific Resources for the external area in order to promote skills development and independence. 	<p>Cefnogaeth addysgeg CSC (Consortium)</p> <p>Shirley Clarke (Arbenigwr AAGD – HMS Clwstwr)</p> <p>HMS wedi amserlenni yn ystod y tymor</p> <p>Arsylwi arfer dda yn yr ysgol</p> <p><i>CSC pedagogical support (Consortium)</i></p> <p><i>Shirley Clarke (AFL Specialist – Cluster INSET)</i></p> <p><i>INSET has been timetabled during the term</i></p> <p><i>Observe good practice in the school</i></p>
<p>Cerrig Milltir Rhagfyr (December Milestone)</p>	<p>Cerrig Milltir Mawrth (March Milestone)</p>	<p>Cerrig Milltir Gorffennaf (July Milestone)</p>
<p>Y dilyn arsylwadau rheoli perfformiad a canfyddiadau monitro, tystiolaeth o gwestiynu effeithiol ac enghreifftiau o AAGD nail ai ar lafar neu yn y llyfrau.</p>	<p>Carreg milltir yn ddibynol ar argymhellion diwedd tymor 1.</p> <p><i>Milestone dependent on end of term 1 recommendations.</i></p>	<p>Wedi cwrdd a gofynion i meini prawf a bod tystiolaeth ar draws yr ysgol o strategaethau AAGD yn dechrau cael eu sefydlu.</p>

<p><i>Following performance management observations and monitoring findings, evidence of effective questioning and examples of AFL either verbally or in the books</i></p>		<p><i>Having met requirements for criteria and that there is evidence across the school of AFL strategies starting to be established.</i></p>
<p>Blaenoriaeth</p>	<p>Camau Gweithredu</p>	<p>Cymorth</p>
<p>2. I gryfhau prosesau tracio cynnydd disgyblion Ysgol Sant Curig ymhellach drwy ddefnyddio Camau Curig yn effeithiol, fel cerrig millitir disgyblion ac i ddefnyddio SeeSaw i gadw portfolio personol i bob disgybl yn yr ysgol. Fe fydd yr ysgol hefyd yn gweithio o fewn Clwstwr Ysgolion Bro Morgannwg i greu system asesu i ddisgyblion.</p> <p><i>To further strengthen the processes of tracking pupils' progress at Ysgol Sant Curig by using Camau Curig effectively, as pupils' milestones and to use SeeSaw to keep a personal portfolio for every pupil in the school. The school will also work within the Vale of Glamorgan School Cluster to create an assessment system for pupils.</i></p>	<ul style="list-style-type: none"> - Bethan C i sgwrsio gyda staff dysgu i adolygu defnydd o Gamau Curig 2023/24 a mireinio yn ol yr angen. - Hysbysu staff mewn HMS Dechrau blwyddyn bod angen diweddarau rhain i bob disgybl wrth gynllunio - Cynnal HMS i gysoni ein defnydd o'r Camau Curig a monitro defnydd staff o Gamau Curig - Mr MP i ddadansoddi data Camau Curig a BC i adolygu defnydd SeeSaw. - Argymhellion a hyfforddiant yn dilyn canfyddiadau'r sesiwn graffu. - Cyfarfodydd Y Bartneriaeth wedi digwydd Haf 2024 er mwyn cynllunio'r ffordd ymlaen. Yna diwrnodau di-gyswllt i arweinwyr Llythrennedd/Rhifedd er mwyn cynllunio tasgau i blant B16. - Staff blwyddyn 6 i dreuali asesiadau'r clwstwr gyda'r disgyblion er mwyn paratoi gwaith ar gyfer cymedroli ar Fawrth y 3ydd fel clwstwr. - Ar ddiwedd blwyddyn, adolygu'r gwaith asesu hyd yn hyn. Paratoi ar gyfer y cam nesaf –sef dechrau meddwl am asesu blynyddoedd 2 a 4. - Bethan C to chat with teaching staff to review use of Gamau Curig 2023/24 and refine as necessary. - Inform staff in INSET Start of year that these need to be updated for all pupils when planning - Hold an INSET to harmonize our use of Camau Curig and monitor staff use of Camau Curig - Mr MP to analyze Camau Curig data and BC to review the use of SeeSaw. - Recommendations and training following the findings of the scrutiny session. - Partnership meetings have taken place in Summer 2024 in order to plan the way forward. Then non-contact days for Literacy/Numeracy leaders to plan tasks for Year 6 children. 	<p>Hyfforddiant gan y cwmni Seesaw os oes angen.</p> <p>Staff Y Consortiwm yn cefnogi gyda'r gwaith rhifedd a llythrennedd yn ystod y ddau tymor cyntaf.</p> <p>Clwstwr Bro Morgannwg</p> <p><i>Training from the Seesaw company if required.</i></p> <p><i>The Consortium staff supporting with the numeracy and literacy work during the first two terms.</i></p> <p><i>Vale of Glamorgan Cluster</i></p>

	<p>- Year 6 staff to spend the cluster assessments with the pupils in order to prepare work for moderation on March the 3rd as a cluster.</p> <p>- At the end of a year, review the assessment work so far. Preparing for the next step – which is to start thinking about assessing years 2 and 4.</p>	
Cerrig Milltir Rhagfyr (December Milestone)	Cerrig Milltir Mawrth (March Milestone)	Cerrig Milltir Gorffennaf (July Milestone)
<p>Tystiolaeth o Gamau Curig wedi llenwi ar gyfer disgyblion Sant Curig Addasiadau i ddatganiadau gwahanol blynnyddoedd os oes angen.</p> <p>Proffil Seesaw wedi ei rhannu gyda staff, plant a rhieni.</p> <p>Cyfarfodydd ac HMS clwstwr i ddechrau gweithio ar fframwaith asesu newydd i'r clwstwr.</p> <p><i>Evidence of Camau Curig completed for Sant Curig's pupils</i></p> <p><i>Adjustments to statements for different years if necessary.</i></p> <p><i>Seesaw profile shared with staff, children and parents.</i></p> <p><i>Cluster meetings and INSET to start working on a new assessment framework for the cluster.</i></p>	<p>Casglu sampl o Gamau Curig er mwyn monitro Tystiolaeth o waith plant i fyny ar Seesaw a hefyd ymatebion rheoliadd rhieni.</p> <p>HMS clwstwr i gymedroli Ymateb i ganfyddiadau tymor yr Hydref.</p> <p><i>Collect a sample of Camau Curig in order to monitor</i></p> <p><i>Evidence of children's work up on Seesaw and also parental responses.</i></p> <p><i>HMS cluster to moderate</i></p> <p><i>Respond to the findings of the Autumn term.</i></p>	<p>Camau Curig yn barod i basio ymlaen at athrawon y flwyddyn ganlynol.</p> <p>Proffil Seesaw hefyd yn barod er mwyn ei basio ymlaen at y flwyddyn ganlynol.</p> <p>Crynodeb o waith y clwstwr</p> <p><i>Camau Curig ready to pass on to teachers the following year.</i></p> <p><i>Seesaw Profile also ready to pass on to the following year.</i></p> <p><i>Summary of the cluster's work</i></p>
Blaenoriaeth	Camau Gweithredu	Cymorth
<p>3. Cryfhau ymhellach sgiliau darllen, ysgrifennu a llafar a sgiliau gwrando ein disgyblion er mwyn ymateb i'r datganiad o'r hyn sy'n bwysig ym maes leithoedd, Llythrennedd a Chyfathrebu. Mae hyn yn rhan allweddol o weledigaeth yr ysgol.</p> <p><i>3. Further strengthen the reading, writing and oral skills and listening skills of our pupils in order to respond to the statement of what is important in the field of Languages, Literacy and Communication. This is a key part of the school's vision.</i></p>	<p>Darllen</p> <p>- HMS (18.09.2024) i gyflwyno rhesymeg tu ol i ddarllen ar y CDY.</p> <p>- Cylch monitro 1: Sicrhau fod cylchdro/carasel darllen yn cael eu amserlenni yn y dosbathiadau yn wythnosol.</p> <p>Cylch monitro 2: Taith ddysgu Carasel darllen/ sesiynau darllen a chylch monitro 3- Trafod gyda'r disgyblion am eu profiadau darllen.</p> <p>- Hyfforddiant carasel darllen- Myfanwy Neil ac archebu llyfrau i gyd-fynd â themau'r dosbarthiadau.</p> <p>- Dechrau cyflwyno strategaethau Ail-ystyried darllen i'r staff (cyfres o HMS)</p> <p>- Gwaith PLC Y Fro- Creu pecynau darllen i gyd-fynd â llyfrau Cymraeg a Saesneg i bob blwyddyn yn CA2. Defnyddio strategaethau Ail-ystyried darllen yn y pecynau yma.</p> <p>Llais 21</p> <p>- Parhau i ddatblygu sgiliau Llais 21 – canllawiau trafod, fframwaith llythrennedd</p>	<p>Menna Roberts / Myfanwy Neill (ar ran CCD)</p> <p>Hyfforddiant Voice 21 – Ymgynghorydd Llais 21 Pecynnau Trochi Iaith CCD</p> <p>Ymweliad Partner Gwella (Duan Evans) i arsylwi arfer dda a nodi camau datblygu.</p> <p><i>Menna Roberts/Myfanwy Neill (on behalf of CSC)</i></p> <p><i>Voice 21 Training – Voice 21 Consultant</i></p> <p><i>CCD Language Immersion Kits</i></p> <p><i>Visit of Improvement Partner (Duan Evans) to observe good practice</i></p>

	<p>- Patrymau iaith a thestunau trafod yn cael eu cyflwyno'n ddyddiol/wythnosol i'r disgyblion ac yn cael eu drilio.</p> <p><u>Ysgrifennu</u></p> <p>- Cyflwyno genres i bob blwyddyn gyda'r ffocws ar ysgrifennu estynedig. Ffocws ar waith sy'n adeiladu hyd at ddarn estynedig.</p> <p><u>Reading</u></p> <p>- HMS (18.09.2024) to present the reason behind focussing on reading on the SDP.</p> <p>- Monitoring cycle 1: Ensure that reading carousels are planned in the classes on a weekly basis. Monitoring cycle 2: Carousel reading learning journey/ reading sessions and monitoring cycle 3- Discussing with the pupils about their reading experiences.</p> <p>- Reading carasel training with Myfanwy Neil and ordering books to match the themes of the classes.</p> <p>- Start introducing Reading Reconsidered strategies to the staff (a series of INSET)</p> <p>- Gwaith PLC Y Fro- Create reading packs to go with Welsh and English books for each year in KS2. Use Reconsider reading strategies in these packs</p> <p><u>Voice 21</u></p> <p>- Continue to develop Voice 21 skills - discussion guides, literacy framework.</p> <p>- Language patterns and discussion topics are presented daily/weekly to the pupils and are drilled.</p> <p><u>Writing</u></p> <p>- Introducing genres to each year with the focus on extended writing. Focus on work that builds up to an extended piece.</p>	<p>and identify development steps.</p>
<p>Cerrig Milltir Rhagfyr (December Milestone)</p>	<p>Cerrig Milltir Mawrth (March Milestone)</p>	<p>Cerrig Milltir Gorffennaf (July Milestone)</p>
<p>Llais 21 wedi dechrau cael ei ddefnyddio ar draws yr ysgol. Gwelliant mewn sgiliau siarad a gwrando disgyblion.</p> <p><i>Voice 21 has started being used across the school. Improvement in pupils' speaking and listening skills.</i></p>	<p>Ymateb i ganfyddiadau gwerthusiad diwedd tymor yr Hydref.</p> <p><i>Response to the findings of the Autumn term.</i></p>	<p>Ymateb i ganfyddiadau gwerthusiad ar ddiwedd tymor y Gwanwyn. Ehangu gwybodaeth am gynllun Voice 21 fel ein bod yn barod i barhau ar y daith ar ddechrau 2024/25.</p> <p><i>Response to evaluation findings at the end of the Spring term.</i></p>

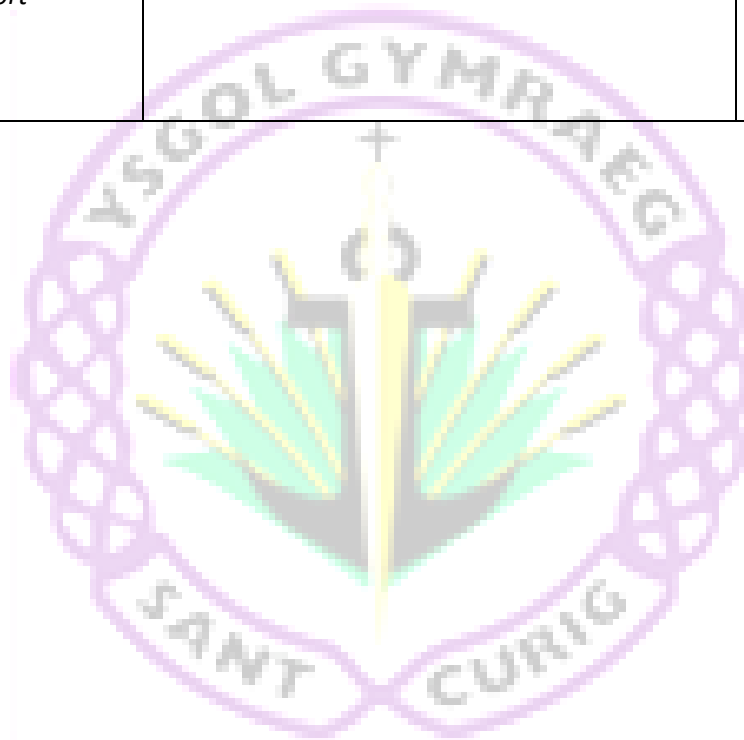
		<i>Expand information about the Voice 21 scheme so that we are ready to continue on the journey at the beginning of 2024/25.</i>
Blaenoriaeth	Camau Gweithredu	Cymorth
<p>4. Lles – Datblygu a mireinio’r Polisi Perthnasoedd sy’n cyfuno’r gwaith gwnaethpwyd ar fewnblannu dull ysgol gyfan i gefnogi lles a iechyd meddwl gyda’r gwaith rydym wedi gwneud gyda cwmni Paul Dix (When the Adults Change)</p> <p><i>4. Wellbeing – Developing and refining the Relationships Policy which combines the work done on implanting a whole school approach to support wellbeing and mental health with the work we have done with Paul Dix’s company (When the Adults Change)</i></p>	<p>Is-bwyllgor Lles (Llywodraethwyr) yn dosbarthu holiadur staff a chymharu canlyniadau</p> <p>Cynnal ‘check in’ gyda ‘r School Wellbeing Service er mwyn adeiladu ar waith 2022-2023 o gefnogi Lles staff.</p> <p>Staff i ddechrau ‘spotlighting’ yn ystod sesiynau HMS wythnosol – aelod o staff i gyflwyno am unigolyn (2 funud ar y mwyaf) ar ffurf Arfer Person Ganolog.</p> <p>Newid trefn boreuol Adran Iau i greu cylchoedd dechrau da</p> <p>Cynnal diwrnod ‘Positive Noticing’ gan rannu pwrpas gyda rhieni o flaen llaw</p> <p>Creu ffordd o rannu newyddion da gyda’n teuluoedd – slip /sticer</p> <p>Gwahodd teuluoedd penodol i mewn am sgwrs yn enwedig ble mae presenoldeb yn isel.</p> <p>Dydd Santes Dwynwen – rhieni i anfon nodyn o gariad i’w plant gael darllen yn y dosbarth. Positive Noticing i’r rhieni.</p> <p>Diweddarau gwefan yr ysgol er mwyn rhannu gwybodaeth gyfredol gyda’n rhieni o ran lechyd a Lles, a chefnogaeth ariannol.</p> <p>Sefydlu ‘fforwm rhieni’ er mwyn derbyn mewnbwn am y ffordd orau o rannu negeseuon a chefnogi ein rhieni</p> <p>Cynnal cyfarfod / fforwm Lles tymhorol</p>	<p>Rhwydwaith Ysgolion Iach Caerdydd School Wellbeing Service Is-bwyllgor Lles Families First Nyrs Ysgol</p> <p>HMS Tymhorol Argymhellion Cwmni Paul Dix Argymhellion Angharad Williams (Education Support)</p> <p><i>Cardiff Healthy Schools Network School Wellbeing Service Welfare Sub-Committee Families First School Nurse</i></p> <p><i>Termly INSET Paul Dix company recommendations Angharad Williams’ recommendations (Education Support)</i></p>

	<p><i>Welfare Sub-Committee (Governors) distributing a staff questionnaire and comparing results</i></p> <p><i>Hold a 'check in' with the School Wellbeing Service in order to build on the 2022-2023 work of supporting staff Wellbeing.</i></p> <p><i>Staff to start 'spotlighting' during weekly INMS sessions - a member of staff to present about an individual (2 minutes at most) in the form of a Person Centered Practice.</i></p> <p><i>Changing the Junior Division's morning routine to create good start cycles</i></p> <p><i>Hold a 'Positive Noticing' day sharing a purpose with parents beforehand</i></p> <p><i>Create a way of sharing good news with our families - a slip / sticker</i></p> <p><i>Invite specific families in for a chat especially where attendance is low.</i></p> <p><i>Saint Dwynwen's Day - parents to send a note of love for their children to read in class.</i></p> <p><i>Positive Noticing for the parents.</i></p> <p><i>Update the school's website in order to share current information with our parents in terms of Health and Wellbeing, and financial support.</i></p> <p><i>Set up a 'parent forum' in order to receive input about the best way to share messages and support our parents</i></p> <p><i>Hold a seasonal Wellbeing meeting / forum</i></p>	
<p>Cerrig Milltir Rhagfyr <i>(December Milestone)</i></p>	<p>Cerrig Milltir Mawrth <i>(March Milestone)</i></p>	<p>Cerrig Milltir Gorffennaf <i>(July Milestone)</i></p>
<p>Rheolau ysgol yn cael eu defnyddio'n gyson ar draws yr ysgol. Syniadau ar gyfer holiadur staff yn barod i rannu. Cyswllt gyda chwmni Paul Dix i gael cefnogaeth gyda llunio'r Polisi Perthasoedd.</p> <p><i>School rules are used consistently across the school. Ideas for a staff</i></p>	<p>Gwerthusiad o'r cynllun Hydref yn arwain at argymhellion.</p> <p><i>Evaluation of the Autumn plan leading to recommendations.</i></p>	<p>Gwerthusiad diwedd y flwyddyn mewn lle. Nodi llwyddiannau yn ogystal a'r heriau. Gwirio llwyddiant y flwyddyn yn ol y meini prawf llwyddiant. Nodi'r cam nesaf gyda'r gwaith.</p>

<p>questionnaire ready to share. Liaise with the Paul Dix company to get support with drawing up the Relationship Policy.</p>		<p>End of year evaluation in place. Identify successes as well as challenges. Check the year's success according to the success criteria. Identify the next step with the work.</p>
<p>Blaenoriaeth</p>	<p>Camau Gweithredu</p>	<p>Cymorth</p>
<p>5. I barhau i fapio mathemateg ar draws yr ysgol fel cynnigir y profiadau a chyfloedd eiddgar i'r disgyblion wrth addasu'r ffordd o addysgu mathemateg gan roi bwyslais ar ddealltwriaeth cadarn o'r agweddau fathemategol, ar lafar ac yn ysgrifenedig. I brofi medrau sylfaenol mathemategol y disgyblion yn wythnosol wrth greu profion newydd sydd yn addas ac yn cynnwys elfen o her i bob disgybl. I sicrhau bod disgyblion yr ysgol yn cael cyfleoedd i ddefnyddio eu sgiliau rhifedd ar draws y cwricwlwm.</p> <p><i>5. To continue to map mathematics across the school so that the experiences and eager opportunities are offered to the pupils when adapting the way of teaching mathematics, emphasizing a solid understanding of the mathematical aspects, both verbally and in writing. To test the pupils' basic mathematical skills on a weekly basis while creating new tests which are suitable and contain an element of challenge for each pupil. To ensure that pupils at the school have opportunities to use their numeracy skills across the curriculum.</i></p>	<p>Casglu adborth am ddefnydd y mapiau mathemateg llynedd. Defnyddio'r adborth i wneud addasiadau, os oes angen. Gosod disgwyliadau'r defnydd o'r mapiau mathemateg yn ystod y flwyddyn 24-25. Cynnal hyfforddiant rhifedd ar draws i holl staff yr ysgol – gan gynnwys mapio gweithgareddau rhifedd ar draws addas sydd yn cyd-fynd a'u themau. Creu profion newydd mathemateg sydd yn addas ar gyfer bob blwyddyn ac yn cynnwys elfen o her. Cyflwyno'r profion newydd mathemateg i holl staff yr ysgol. Treialu'r profion newydd mathemateg Casglu adborth gan staff am y profion newydd mathemateg; gwneud addasiadau os oes angen. Profion newydd mathemateg i fynd adref l'r rhieni ar ddiwedd yr wythnos. Neges i fynd allan l'r rhieni yn eu annog i weithio ar y rhai sydd yn anghywir. Arbrofi gyda'r profion newydd mathemateg. Casglu adborth (holiadur ar Forms) am y profion newydd mathemateg. Annog staff yr ysgol i gwblhau gwersi rhifedd ar draws yn gyson – rhoi cymorth o ran disgwyliadau a safonau. Monitro gwersi – pwyslais ar Rifedd ar Draws. Monitro llyfrau – pwyslais ar Rifedd ar Draws gan hefyd edrych ar lyfrau mathemateg y disgyblion. Monitro – siarad gyda phlant. Pwyslais ar Rifedd ar Draws a dealltwriaeth disgyblion o fathemateg a'u gallu i esbonio. Cynnal boreau rhifedd i rieni er mwyn dangos ein ffordd o gyfrifo, yr adnoddau sydd yn hybu, a beth yw ein gweledigaeth ynglŷn a mathemateg a rhifedd. Mynychu cwrs/cyrsiau sydd yn canolbwyntio ar y defnydd o rifedd ar draws mewn ysgolion Cynradd.</p>	<p>Cefnogaeth Louise Davies (Arweinydd Rhifedd y Consortiwm)</p> <p>Sesiynau HMS wedi eu trefnu a chynllunio</p> <p>Staff yn cyflwyno a rhannu gwybodaeth</p> <p>Staff yn mynychu cyrsiau yn ol yr angen</p> <p><i>Support from Louise Davies (Consortium Numeracy Lead)</i></p> <p><i>Organized and planned INMS sessions</i></p> <p><i>Staff presenting and sharing information</i></p> <p><i>Staff attending courses as required</i></p>

	<p>Ymateb i ganfyddiadau'r gwerthusiad ar ddiwedd tymor yr Hydref.</p> <p><i>Collect feedback about the use of the maths maps last year.</i></p> <p><i>Use the feedback to make adjustments, if necessary.</i></p> <p><i>Setting expectations for the use of the mathematics maps during the year 24-25.</i></p> <p><i>Carry out cross numeracy training for all school staff - including mapping suitable cross numeracy activities that match their themes.</i></p> <p><i>Create new mathematics tests that are suitable for each year and include an element of challenge.</i></p> <p><i>Introducing the new mathematics tests to all school staff.</i></p> <p><i>Trial of the new mathematics tests</i></p> <p><i>Collect feedback from staff about the new mathematics tests; make adjustments if necessary.</i></p> <p><i>New maths tests to take home for the parents at the end of the week. A message to go out to the parents encouraging them to work on those who are wrong.</i></p> <p><i>Experiment with the new mathematics tests.</i></p> <p><i>Collect feedback (questionnaire on Forms) about the new mathematics tests.</i></p> <p><i>Encourage the school's staff to regularly complete numeracy lessons across - give support in terms of expectations and standards.</i></p> <p><i>Monitoring lessons - emphasis on Numeracy Across.</i></p> <p><i>Monitor books - emphasis on Numeracy Across by also looking at the pupils' mathematics books.</i></p> <p><i>Monitoring – talking to children. Emphasis on Numeracy Across and pupils' understanding of mathematics and their ability to explain.</i></p> <p><i>Holding numeracy mornings for parents in order to show our way of calculating, the resources that promote, and what our vision is regarding mathematics and numeracy.</i></p> <p><i>Attend a course/courses that focus on the use of number across Primary schools.</i></p> <p><i>Response to the findings of the evaluation at the end of the Autumn term.</i></p>	
<p>Cerrig Milltir Rhagfyr (December Milestone)</p>	<p>Cerrig Milltir Mawrth (March Milestone)</p>	<p>Cerrig Milltir Gorffennaf (July Milestone)</p>
<p>Bod gweithgareddau mapio wedi digwydd a chopiau gyda staff.</p>	<p>Ymateb i ganfyddiadau'r gwerthusiad ar ddiwedd tymor yr Hydref.</p>	<p>Ymateb i ganfyddiadau'r gwerthusiad ar ddiwedd</p>

<p>Hyfforddiant wedi digwydd i gefnogi staff a bod awdit o adnoddau ysgol wedi cael ei wneud. Arsyllwadau wedi cwblhau ac yna cefnogaeth wedi trefnu yn ol yr angen.</p> <p><i>That mapping activities have taken place and copies with staff. Training has taken place to support staff and that an audit of school resources has been carried out. Observations completed and then support arranged as needed.</i></p>	<p><i>Evaluation of the Autumn plan leading to recommendations.</i></p>	<p>tymor y Gwanwyn. Gwerthuso a mireinio'r meini prawf i weld os oes angen ychwanegu Mathemateg unwaith eto i'r CDY 2025/26.</p> <p><i>Response to the findings of the evaluation at the end of the Spring term. Evaluate and refine the criteria to see if it is necessary to add Mathematics once again to the SDP 2025/26.</i></p>
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Tyfwn ar ein taith