<u>Cynllun Datblygu Ysgol: Crynodeb</u>

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 gofalgar 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

Maes Arolygu 1: Dysgu ac Addysgu

- Mae addysgu o safon dda ar draws yr ysgol, gyda disgwyliadau uchel a chydbwysedd effeithiol rhwng her a chefnogaeth.
- Defnyddir asesu, adborth a data yn effeithiol i gynllunio dysgu a chefnogi cynnydd pob grŵp o ddisgyblion.
- Mae'r cwricwlwm yn eang a chyfoethog, gan ddarparu profiadau ystyrlon ac amrywiol i ddisgyblion.
- Mae'r rhan fwyaf o ddisgyblion yn gwneud cynnydd da mewn llythrennedd, rhifedd, cymhwysedd digidol a sgiliau cymdeithasol.
- Mae safonau'r Gymraeg yn datblygu'n dda, yn enwedig mewn sgiliau llafar, gwrando a darllen.
- Mae ymddygiad, agweddau at ddysgu a lles disgyblion yn gryf iawn.

Inspection Area 1: Learning and Teaching

- *High-quality teaching across the school provides an effective balance of challenge and support, underpinned by high expectations.*
- *Assessment, feedback and data are used effectively to plan learning and support the progress of all pupil groups.*
- *The curriculum is broad and enriching, providing pupils with a wide range of meaningful learning experiences.*
- *Most pupils make good progress in literacy, numeracy, digital competence and social skills.*
- *Welsh language skills are developing well, particularly in speaking, listening and reading.*
- *Pupils' behaviour, attitudes to learning and wellbeing are strong.*

Maes Arolygu 2: Lles, Gofal, Cymorth ac Arweiniad

- Mae diwylliant cryf o ddiogelu, gofal a lles yn bodoli ar draws yr ysgol.
- Mae ymddygiad disgyblion yn dda iawn ac mae trefniadau gwrth-fwlio yn effeithiol.
- Mae systemau cadarn ar waith i gefnogi presenoldeb, cynhwysiant a lles disgyblion.
- Darperir cymorth effeithiol i ddisgyblion ag ADY ac i'r rhai sydd angen cymorth ychwanegol.
- Mae llais y disgybl yn gryf, gyda chyfleoedd gwerthfawr i ddatblygu arweinyddiaeth.
- Mae trefniadau pontio yn hynod effeithiol ac yn sicrhau cefnogaeth barhaus i ddisgyblion.

Inspection Area 2: Wellbeing, Care, Support and Guidance

- *A strong culture of safeguarding, care and wellbeing is embedded throughout the school.*
- *Pupil behaviour is very good, supported by effective anti-bullying procedures.*
- *Robust systems promote attendance, inclusion and pupil wellbeing.*
- *Effective support is provided for pupils with ALN and those requiring additional support.*
- *Pupil voice is strong, with valuable opportunities for leadership and personal development.*
- *Transition arrangements are highly effective and ensure continuity of support for learners.*

Maes Arolygu 3: Arwain a Gwella

- Mae arweinyddiaeth gref yn sicrhau diwylliant cynhwysol, cadarnhaol ac uchelgeisiol.
- Mae prosesau hunanwerthuso a chynllunio gwelliant yn drylwyr ac yn arwain at flaenoriaethau clir.
- Mae hanes cryf o wella, gyda chamau gweithredu sy'n cael effaith uniongyrchol ar ddysgu a lles.
- Mae diwylliant cryf o ddysgu proffesiynol a datblygu arweinyddiaeth ar draws yr ysgol.
- Mae llywodraethwyr yn darparu cefnogaeth a her briodol wrth gyflawni eu dyletswyddau'n effeithiol.
- Mae partneriaethau cryf gyda rhieni, y gymuned ac asiantaethau allanol yn cefnogi gwelliant parhaus.
- Defnyddir adnoddau a chyllid yn effeithiol i wella safonau a lles disgyblion.

Inspection Area 3: Leadership and Improvement

- *Strong leadership promotes an inclusive, positive and ambitious culture across the school.*
- *Self-evaluation and improvement planning processes are rigorous and lead to clear priorities.*
- *Leaders have a strong track record of securing sustainable improvements in learning and wellbeing.*
- *A strong professional learning culture supports staff development and leadership capacity.*
- *Governors provide effective support and challenge while fulfilling their statutory responsibilities.*
- *Strong partnerships with parents, the community and external agencies contribute to school improvement.*
- *Resources and funding are used effectively to improve standards and pupil wellbeing*

Meysydd i'w Datblygu

Maes Arolygu 1: Dysgu ac Addysgu

- Cryfhau cysondeb adborth, asesu a hunanasesu ar draws yr ysgol er mwyn sicrhau bod disgyblion yn deall ac yn ymateb yn effeithiol i'w camau nesaf mewn dysgu.
- Datblygu ymhellach y defnydd o systemau asesu a phontio i sicrhau olrhain cynnydd mwy cyson rhwng cyfnodau.
- Parhau i godi safonau darllen drwy ddatblygu geirfa a medrau darllen uwch, gan gynnwys dadansoddi, casglu tystiolaeth a chrynhoi gwybodaeth.
- Ehangu cyfleoedd i ddatblygu cymhwysedd digidol disgyblion drwy ddefnydd mwy effeithiol o lwyfannau digidol.

Inspection Area 1: Learning and Teaching

- *Strengthen consistency in feedback, assessment and self-assessment across the school to ensure pupils understand and respond effectively to their next steps in learning.*
- *Further develop assessment and transition systems to support more consistent tracking of progress between phases.*
- *Continue to raise standards in reading by developing vocabulary and higher-order reading skills, including analysis, evidence gathering and summarising information.*
- *Expand opportunities to develop pupils' digital competence through the more effective use of digital platforms.*

Maes Arolygu 2: Lles, Gofal, Cymorth ac Arweiniad

- Codi lefelau presenoldeb cyffredinol er mwyn cyflawni a rhagori ar dargedau'r ysgol.
- Lleihau ymhellach lefelau absenoldeb parhaus drwy gryfhau effaith y strategaethau presennol.
- Sicrhau cysondeb llawn wrth weithredu trefniadau rheoli ymddygiad ar draws yr ysgol.
- Parhau i werthuso a datblygu darpariaeth gwrth-fwlio i gynnal ei heffeithiolrwydd uchel.

Inspection Area 2: Wellbeing, Care, Support and Guidance

- *Improve overall attendance levels to meet and exceed the school's attendance targets.*
- *Further reduce persistent absenteeism through strengthening the impact of existing strategies.*
- *Ensure full consistency in the implementation of behaviour management practices across the school.*
- *Continue to review and strengthen anti-bullying provision to maintain its high level of effectiveness.*

Maes Arolygu 3: Arwain a Gwella

- Cynyddu cyfranogiad pob aelod o staff yn y broses hunanwerthuso a chynllunio gwelliant.

- Datblygu rhagor o gyfleoedd i staff arsylwi a rhannu arferion effeithiol ar draws yr ysgol.
- Cryfhau ymhellach rôl llywodraethwyr drwy gynyddu eu hymweliadau a'u hymgysylltiad â bywyd yr ysgol.
- Parhau i gryfhau'r defnydd o'r Gymraeg ar draws pob agwedd o fywyd yr ysgol.
- Ehangu partneriaethau allanol i greu rhagor o gyfleoedd dysgu a datblygu i ddisgyblion.

<u>Inspection Area 3: Leadership and Improvement</u>

- *Increase the involvement of all staff in self-evaluation and improvement planning processes.*
- *Develop further opportunities for staff to observe and share effective practice across the school.*
- *Strengthen the role of governors through increased engagement in the day-to-day life of the school.*
- *Continue to promote and strengthen the use of Welsh across all aspects of school life.*
- *Extend external partnerships to create additional learning and development opportunities for pupils*.

GWERTHUSO CYNLLUN DATBLYGU YSGOL 2024 /2025	
Blaenoriaeth	**Gwerthusiad o'r cynnydd**
1. I ddatblygu a gwella safonau dysgu ac addysgu ar draws yr ysgol gan ganolbwyntio ar ddatblygu sgiliau annibynniaeth ymysg y dysgwyr, gan gynnwys defnydd o'r ardal allanol yn y Cyfnod Sylfaen. Byddwn yn canolbwyntio ar ddatblygu a gwella safonau cwestiynu ymysg yr athrawon a chynorthwywyr. *To develop and improve the quality of teaching and learning across the school, with a focus on developing pupils' independence skills, including the effective use of the outdoor learning environment in the Foundation Phase. We will also focus on developing and improving the quality of questioning used by teachers and teaching assistants.*	Gwelwyd gwelliant amlwg yn ansawdd cwestiynu ar draws yr ysgol yn dilyn hyfforddiant Nick Jones a Bethan Truby. Mae staff yn fwy hyderus wrth ddefnyddio strategaethau cwestiynu i ddyfnhau dysgu a datblygu dealltwriaeth disgyblion. Mae mentrau fel y cwestiwn y dydd a bocsys cwestiynu wedi cael effaith gadarnhaol ar gynllunio ac addysgu. Mae llais y disgybl yn dangos agweddau cadarnhaol tuag at ddysgu, gyda disgyblion yn fwy parod i gyfrannu ac ymateb i gwestiynau. Mae cylchoedd Rheoli Perfformiad a monitro wedi cael eu cwblhau'n llwyddiannus ac wedi darparu tystiolaeth glir o gynnydd. Datblygwyd y ddarpariaeth awyr agored yn sylweddol yn y Cyfnod Sylfaen, gyda chyfleoedd dyddiol i ddisgyblion ddatblygu sgiliau yn annibynnol ac o dan arweiniad. Nodwyd cryfderau arbennig yn ardaloedd awyr agored y Meithrin, y Derbyn a Blwyddyn 1. *There has been a clear improvement in the quality of questioning across the school following training delivered by Nick Jones and Bethan Truby.* *Staff are more confident in using questioning strategies to deepen learning and develop pupils' understanding.* *Initiatives such as the "Question of the Day" and questioning boxes have had a positive impact on planning and teaching.* *Pupil voice demonstrates positive attitudes towards learning, with pupils showing greater willingness to contribute and respond to questions.* *Performance Management cycles and monitoring activities have been completed successfully and provide clear evidence of progress.* *Outdoor learning provision within the Foundation Phase has developed significantly, providing daily opportunities for pupils to develop skills both independently and through guided activities.*

	Particular strengths were identified in the outdoor learning areas for Nursery, Reception and Year 1.
2. I gryfhau prosesau tracio cynnydd disgyblion Ysgol Sant Curig ymhellach drwy mireinio ein system tracio Camau Curig, i ddefnyddio SeeSaw i gadw portfolio personol i bob disgybl yn yr ysgol yn fwy effeithiol ac i ddatblygu Proffil Blynyddoedd Cynner er mwyn gosod gwaelodlin da a pontio rhwng Y Blynyddoedd Cynnar a'n system tracio mewnol Camau Curig. Yn ogystal i hyn oll, fe fydd yr ysgol dal i gydweithio o fewn Clwstwr Ysgolion Bro Morgannwg ifireinio system asesu i ddisgyblion, Bandiau Bro Morgannwg *To further strengthen pupil progress tracking processes at Ysgol Sant Curig by refining our Curig Steps tracking system, using Seesaw more effectively as an individual learning portfolio for every pupil, and developing an Early Years Profile to establish a secure baseline and strengthen transition between the Early Years and our internal Curig Steps tracking system. In addition, the school will continue to collaborate within the Vale of Glamorgan Schools Cluster to refine pupil assessment systems through the Vale of Glamorgan Assessment Bands.*	Mae Camau Curig Rhifedd a Llythrennedd wedi eu mireinio a'u sefydlu'n llwyddiannus o'r Meithrin i Flwyddyn 6, gyda thystiolaeth glir o'u defnydd wrth gynllunio, asesu a gwahaniaethu ar gyfer anghenion disgyblion. Mae amserlen asesu a monitro flynyddol glir mewn lle, gan sicrhau bod staff yn ymwybodol o'r holl gyfnodau casglu data, monitro ac adrodd. Mae Seesaw yn cael ei ddefnyddio'n effeithiol ar draws yr ysgol, gyda defnydd arbennig o gryf yn y Cyfnod Sylfaen i gofnodi a rhannu profiadau dysgu cyfoethog. Mae'r defnydd o Broffil y Blynyddoedd Cynnar wedi datblygu'n llwyddiannus ac yn cefnogi asesu a thracio cynnydd disgyblion y Meithrin a'r Derbyn. Cryfhawyd dealltwriaeth staff o Fandiau Darllen Bro Morgannwg drwy waith HMS a chydweithio clwstwr. Mae systemau asesu a thracio yn cyfrannu'n effeithiol at gynllunio a dilyniant dysgu ar draws yr ysgol. Llwyddwyd i gryfhau ein systemau asesu, tracio a chynllunio effeithiol ar draws yr ysgol. Mae Camau Curig, Seesaw a Phroffil y Blynyddoedd Cynnar bellach yn elfennau cryf o'r ddarpariaeth, gyda'r ffocws nesaf ar sicrhau cysondeb pellach a datblygu arferion gorau ar draws pob adran. *Camau Curig for Literacy and Numeracy have been successfully refined and embedded from Nursery to Year 6, with clear evidence of their use in planning, assessment and differentiation to meet pupils' needs.* *A clear annual assessment and monitoring timetable is in place, ensuring that staff are aware of all data collection, monitoring and reporting periods.* *Seesaw is used effectively across the school, with particularly strong practice within the Foundation Phase to record and share rich learning experiences.* *The Early Years Profile has been successfully developed and supports assessment and progress tracking for Nursery and Reception pupils.* *Staff understanding of the Vale of Glamorgan Reading Bands has been strengthened through professional learning and cluster collaboration.* *Assessment and tracking systems contribute effectively to planning and progression in learning across the school.* *The school has successfully strengthened its assessment, tracking and planning systems. Curig Steps, Seesaw and the Early Years Profile are now strong features of provision, with the next phase focusing on ensuring even greater consistency and the development of best practice across all departments.*
3. Cryfhau ymhellach sgiliau darllen, ysgrifennu a llafar a sgiliau gwrando ein disgyblion er mwyn	Gwelwyd ffocws cryf ar ddatblygu darllen ar draws yr ysgol drwy deithiau dysgu, craffu ar lyfrau, monitro a hyfforddiant staff.

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. *To further strengthen pupils' reading, writing, speaking and listening skills in response to the Statements of What Matters within the Languages, Literacy and Communication Area of Learning and Experience. This remains a key element of the school's vision.*	Mae'r rhan fwyaf o'r disgyblion yn datblygu'n ddarllenwyr hyderus yn y Gymraeg a'r Saesneg, gyda thystiolaeth o gynnydd mewn uwch fedrau darllen, yn enwedig ym Mlwyddyn 5 a 6. Mae staff wedi datblygu eu dealltwriaeth o strategaethau Ail-ystyried Darllen ac yn fwy hyderus wrth gynllunio a chyflwyno carwseli darllen effeithiol. Mae data profion mewnol a chenedlaethol yn dechrau dangos effaith gadarnhaol yr ymyraethau a'r ffocws ar ddarllen. Mae defnydd cyson o batrymau brawddeg, testunau trafod a strategaethau Llais 21 wedi cryfhau sgiliau llafaredd a hyder disgyblion wrth gyfathrebu yn Gymraeg. Mae genres ysgrifennu wedi eu mapio'n llwyddiannus ac yn cael eu defnyddio'n gyson wrth gynllunio. Bu'r Wythnos Ryngwladol yn llwyddiant, gan godi ymwybyddiaeth o ddiwylliannau ac ieithoedd eraill, tra bod cyflwyno Ffrangeg drwy E-sgol ym Mlwyddyn 4 wedi cael ymateb cadarnhaol gan ddisgyblion. Llwyddwyd i wneud cynnydd cadarn tuag at godi safonau llythrennedd, yn enwedig ym maes darllen a llafaredd. Mae'r dystiolaeth monitro, adborth disgyblion a data darllen yn dangos effaith gadarnhaol, gan osod sylfaen gref ar gyfer datblygu'r meysydd hyn ymhellach yn y flwyddyn nesaf. *A strong focus on reading development has been evident across the school through learning walks, book scrutiny, monitoring activities and staff training.* *Most pupils are developing into confident readers in both Welsh and English, with evidence of progress in higher-order reading skills, particularly in Years 5 and 6.* *Staff have developed a stronger understanding of Reading Reconsidered strategies and are more confident in planning and delivering effective guided reading and reading carousel activities.* *Internal and national assessment data are beginning to demonstrate the positive impact of interventions and the school's focus on reading.* *Consistent use of sentence patterns, discussion texts and Voice 21 strategies has strengthened pupils' oracy skills and confidence in communicating through Welsh.* *Writing genres have been successfully mapped and are being used consistently in planning.* *International Week was highly successful in raising awareness of other cultures and languages, while the introduction of French through E-sgol in Year 4 has received positive feedback from pupils.* *Good progress has been made in raising literacy standards, particularly in reading and oracy. Monitoring evidence, pupil feedback and reading data all demonstrate a positive impact and provide a strong foundation for further development in the coming year.*

4. Lles – Adolygu 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). Gwella presenoldeb Ysgol Sant Curig i fod yn uwch na'r targed a osodwyd gan y sir (93%) *To review and refine the Relationships Policy by bringing together the school's whole-school approach to wellbeing and mental health with the work undertaken alongside Paul Dix's "When the Adults Change" programme. To improve attendance at Ysgol Sant Curig so that it exceeds the target set by the local authority (93%).*	Mae'r 3 Rheol ysgol gyfan wedi eu sefydlu'n llwyddiannus ac maent yn glir i staff, disgyblion a rhieni. Defnyddir y rheolau'n gyson i gefnogi ymddygiad cadarnhaol a sgyrsiau adferol. Mae'r Polisi Perthnasoedd wedi cael ei weithredu a'i werthuso'n rheolaidd, gan gryfhau'r ffocws ar berthnasoedd cadarnhaol ar draws y gymuned ysgol. Mae'r ysgol wedi datblygu cysylltiadau cryf â theuluoedd drwy'r fforwm rhieni, gyda thystiolaeth bod rhieni'n teimlo bod yr ysgol yn cyfathrebu'n effeithiol ac yn gwerthfawrogi eu barn. Mae ystod eang o weithgareddau a phartneriaethau wedi cefnogi iechyd a lles disgyblion, gan gynnwys Bullies Out, Designed to Smile, Stori Cymru, Iechyd Cyhoeddus Cymru a gweithgareddau ymwybyddiaeth megis Awtistiaeth, Gofalwyr Ifanc a Dangos y Cerdyn Coch i Hiliaeth. Mae'r ysgol wedi cefnogi nifer o deuluoedd drwy gyfeirio at wasanaethau ac asiantaethau allanol perthnasol. Mae holiaduron lles a gwaith y Cyngor Iechyd a Lles wedi sicrhau bod llais y disgybl yn cyfrannu at welliannau ysgol gyfan. Mae ymwybyddiaeth rhieni a disgyblion o bwysigrwydd presenoldeb wedi cynyddu'n sylweddol, fodd bynnag, mae'r ysgol wedi methu cyrraedd y targed a osodwyd unwaith eto eleni. *The three whole-school rules have been successfully embedded and are clearly understood by staff, pupils and parents. They are used consistently to promote positive behaviour and support restorative conversations.* *The Relationships Policy has been implemented and regularly evaluated, strengthening the focus on positive relationships across the school community.* *The school has developed strong relationships with families through the Parents' Forum, with evidence showing that parents feel communication is effective and that their views are valued.* *A wide range of activities and partnerships have supported pupil health and wellbeing, including Bullies Out, Designed to Smile, Stori Cymru, Public Health Wales and awareness initiatives relating to Autism, Young Carers and Show Racism the Red Card.* *The school has successfully supported many families through referrals to appropriate external agencies and support services.* *Wellbeing surveys and the work of the Health and Wellbeing Council have ensured that pupil voice contributes directly to whole-school improvement.* *Awareness amongst pupils and parents of the importance of attendance has increased significantly. However, despite this progress, the school has once again fallen short of the attendance target set for the year.*
5. I fireinio a datblygu sgiliau digidol disgyblion Ysgol Sant Curig drwy cyflwyno a chysoni defnydd Google Classrooms ar draws yr ysgol. I	Llwyddwyd i sefydlu seilwaith digidol cryf ar draws yr ysgol, gyda Google Classrooms, Seesaw a Chamau Curig Digidol yn rhan annatod o'r ddarpariaeth. Mae'r ffocws nesaf ar sicrhau mwy o gysondeb

fapio ac adeiladu sgiliau ar draws y blynyddoedd er mwyn datblygu hyder a dealltwriaeth digidol ar draws yr ysgol. I gyflwyno sgiliau sylfaenol yn y blynyddoedd cynnar sy'n adeiladu at ddefnyddio Google Classrooms er mwyn creu portffolio o ddysgu digidol tuag at y blynyddoedd hyn. I sicrhau cyfleoedd i ddisgyblion defnyddio cyfrifiaduron er mwyn cyfoethogi eu dysgu ar draws y cwricwlwm. *To refine and develop pupils' digital skills through the introduction and consistent use of Google Classrooms across the school. To map and progressively build digital skills across year groups in order to develop confidence and digital understanding. To introduce foundational digital skills in the early years that prepare pupils for the use of Google Classrooms and support the creation of a digital learning portfolio. To ensure regular opportunities for pupils to use technology to enrich learning across the curriculum.*	mewn cynllunio gweithgareddau digidol a datblygu sgiliau digidol disgyblion yn systematig ar draws pob cyfnod. Mae Google Classrooms wedi'u sefydlu ar gyfer pob dosbarth yn yr ysgol, gyda defnydd cryf a chyson yn arbennig rhwng Blynyddoedd 4 a 6. Mae'r ffolderi 6 Maes Dysgu a Phrofiad wedi darparu system effeithiol i drefnu a chadw tystiolaeth ddigidol, yn enwedig yng Nghyfnod Allweddol 2. Gwelwyd ystod eang o dasgau digidol ar draws yr ysgol, gyda thystiolaeth o ddefnydd cynyddol o Google Classrooms ymhob cyfnod. Mae Camau Curig Digidol wedi'u rhannu a'u sefydlu fel sail i gynllunio a datblygu sgiliau digidol o'r Meithrin i Flwyddyn 6. Cynhaliwyd sesiynau HMS rheolaidd ar waith digidol, gan ddatblygu hyder staff wrth ddefnyddio Google Classrooms, codio a thechnolegau newydd megis VR. Mae penderfyniad clir wedi'i wneud i ddefnyddio Seesaw yn bennaf rhwng y Meithrin a Blwyddyn 3, a Google Classrooms rhwng Blynyddoedd 4 a 6, gan sicrhau darpariaeth fwy addas i oedran y disgyblion. Rhoddwyd cyfleoedd rheolaidd i ddisgyblion ddatblygu sgiliau mewngofnodi a defnyddio Hwb, gan gefnogi eu cymhwysedd digidol. *A strong digital infrastructure has been established across the school, with Google Classrooms, Seesaw and Curig Steps Digital now forming integral parts of provision. The next phase is to ensure greater consistency in the planning of digital activities and in the systematic development of pupils' digital skills across all phases.* *Google Classrooms have been established in every class, with particularly strong and consistent use in Years 4 to 6.* *The six Areas of Learning and Experience folders have provided an effective system for organising and storing digital evidence, particularly within Key Stage 2.* *A wide range of digital tasks has been observed across the school, with growing evidence of Google Classroom use in all phases.* *Curig Steps Digital has been shared and established as the foundation for planning and developing digital skills from Nursery to Year 6.* *Regular professional learning sessions have increased staff confidence in the use of Google Classrooms, coding and emerging technologies such as virtual reality.* *A clear structure has been adopted whereby Seesaw is used primarily between Nursery and Year 3, and Google Classrooms between Years 4 and 6, ensuring age-appropriate digital provision.* *Pupils have been provided with regular opportunities to develop login and Hwb skills, further strengthening their digital competence.*

Blaenoriaethau Cynllun Datblygu Ysgol 2025/2026

Blaenoriaeth 1 – Dysgu ac Addysgu
Meini Prawf Llwyddiant

- Sicrhau bod disgyblion yn cymryd rhan yn weithredol mewn trafodaethau ac yn gallu egluro eu syniadau a'u dealltwriaeth yn hyderus.
- Monitro gwersi yn dangos defnydd cyson o strategaethau cwestiynu sy'n hyrwyddo meddwl dwfn a chyfranogiad pob disgybl.
- Datblygu system marcio ac adborth ysgol gyfan sy'n gyson, yn glir ac yn cael effaith gadarnhaol ar gynnydd disgyblion.
- Mae'r rhan fwyaf o ddisgyblion yn gallu ymateb i adborth, egluro eu camau nesaf a dangos sut mae adborth wedi helpu i wella eu gwaith.

Gweithredoedd
- Darparu hyfforddiant a chymorth parhaus i staff ar gwestiynu effeithiol, cyfranogiad gweithredol ac adborth o ansawdd uchel.
- Treialu a monitro strategaethau ysgol gyfan i gynyddu cyfranogiad disgyblion, megis meddwl-paru-rhannu a'r polisi "dim llaw i fyny".
- Adolygu a symleiddio'r drefn marcio ac adborth er mwyn sicrhau cysondeb ac effaith fwy ar ddysgu.
- Monitro llyfrau, gwersi a llais y disgybl yn rheolaidd er mwyn gwerthuso effaith adborth ar gynnydd, annibyniaeth a hyder disgyblion.

Priority 1 – Teaching and Learning

Success Criteria
- Pupils actively participate in classroom discussions and can confidently explain their ideas and understanding.
- Lesson observations demonstrate consistent use of questioning strategies that promote deeper thinking and participation from all pupils.
- A clear and consistent whole-school marking and feedback system is embedded and has a positive impact on pupil progress.
- Most pupils can respond effectively to feedback, explain their next learning steps and demonstrate how feedback has helped them improve their work.

Actions
- Provide ongoing staff training and support on effective questioning, active participation and high-quality feedback.
- Trial and monitor whole-school strategies to increase pupil participation, such as Think-Pair-Share and a "no hands up" approach.
- Review and simplify marking and feedback procedures to improve consistency and maximise impact on learning.
- Regularly monitor books, lessons and pupil voice to evaluate the impact of feedback on pupil progress, independence and confidence.

Blaenoriaeth 2 – Asesu a Thracio Cynnydd

Meini Prawf Llwyddiant

- Defnyddir Camau Curig yn gyson ar draws yr ysgol i lywio cynllunio, asesu ac olrhain cynnydd disgyblion.
- Mae Seesaw yn gweithredu'n effeithiol fel portffolio dysgu ac offeryn asesu ar draws pob dosbarth.
- Mae'r Proffil Blynyddoedd Cynnar yn darparu gwaelodlin gyson ac yn cefnogi pontio effeithiol rhwng y Cyfnod Cynnar a Chamau Curig.
- Mae systemau asesu a monitro'r ysgol yn darparu gwybodaeth gywir ac amserol sy'n llywio penderfyniadau addysgu a chynnydd disgyblion.

Gweithredoedd

- Mireinio a monitro defnydd Camau Curig er mwyn sicrhau ei fod yn cael ei ddefnyddio'n gyson ar gyfer cynllunio ac olrhain cynnydd.
- Cytuno ar ddisgwyliadau ysgol gyfan ar gyfer defnyddio Seesaw a rhannu arferion effeithiol rhwng staff.
- Gweithredu a gwerthuso'r Proffil Blynyddoedd Cynnar newydd fel rhan o'r broses asesu a phontio.
- Cydweithio â Chlwstwr Bro Morgannwg i ddatblygu, safoni a mireinio arferion asesu.

Priority 2 – Assessment and Tracking Progress

Success Criteria

- Camau Curig is used consistently across the school to inform planning, assessment and pupil progress tracking.
- Seesaw operates effectively as a learning portfolio and assessment tool across all classes.
- The Early Years Profile provides a consistent baseline and supports effective transition between the Early Years and Camau Curig
- The school's assessment and monitoring systems provide accurate and timely information that informs teaching and pupil progress.

Actions

- Refine and monitor the use of Curig Steps to ensure consistent application in planning and progress tracking.
- Agree whole-school expectations for the use of Seesaw and share effective practice between staff.
- Implement and evaluate the new Early Years Profile as part of assessment and transition arrangements.
- Collaborate with the Vale of Glamorgan Cluster to develop, standardise and refine assessment practices.

Blaenoriaeth 3 – Llythrennedd a Chyfathrebu

Meini Prawf Llwyddiant

- Mae safonau darllen yn gwella ar draws yr ysgol, gyda disgyblion yn dangos dealltwriaeth ddyfnach o destunau ac yn gallu trafod a chyfiawnhau eu syniadau.
- Mewn partneriaeth gyda'n rhieni, mae disgyblion yn datblygu mwy o fwynhad a brwdfrydedd dros ddarllen ac yn gwneud dewisiadau darllen annibynnol.
- Ceir tystiolaeth glir bod geirfa, patrymau iaith a strwythurau o ddarllen yn cyfoethogi llafaredd ac ysgrifennu disgyblion.

- Mae darllen yn rhan weladwy o ddiwylliant yr ysgol, gyda rhieni a disgyblion yn ymgysylltu'n weithredol â mentrau llythrennedd.

Gweithredoedd

- Monitro ansawdd darllen drwy deithiau dysgu, craffu ar lyfrau a thrafodaethau gyda disgyblion.
- Datblygu diwylliant darllen ysgol gyfan drwy fentrau megis Awdur y Mis, ffeiriau llyfrau a gwell corneli darllen.
- Cryfhau partneriaethau gyda rhieni i gefnogi darllen yn y cartref a chynyddu ymgysylltiad â gweithgareddau llythrennedd.
- Datblygu cysylltiadau bwriadol rhwng darllen, llafaredd ac ysgrifennu drwy ddefnyddio strategaethau Llais 21, patrymau iaith a gweithgareddau ysgrifennu estynedig.

Priority 3 – Literacy and Communication

Success Criteria

- Reading standards improve across the school, with pupils demonstrating a deeper understanding of texts and the ability to discuss and justify their ideas.
- Working with parents, pupils develop greater enjoyment of reading and make independent reading choices.
- Clear evidence shows that vocabulary, language patterns and structures from reading enrich pupils' speaking and writing.
- Reading becomes a visible part of school culture, with pupils and parents actively engaging in literacy initiatives.

Actions

- Monitor the quality of reading through learning walks, book scrutiny and pupil discussions.
- Develop a whole-school reading culture through initiatives such as Author of the Month, book fairs and enhanced reading areas.
- Strengthen partnerships with parents to support reading at home and increase engagement with literacy activities.
- Develop purposeful links between reading, oracy and writing through Voice 21 strategies, language patterns and extended writing opportunities.

Blaenoriaeth 4 – Lles a Chymorth i Ddisgyblion

Meini Prawf Llwyddiant

- Mae llais disgyblion a data dibynadwy yn llywio penderfyniadau ac yn cyfrannu'n uniongyrchol at ddatblygiad darpariaeth iechyd a lles yr ysgol.
- Mae mwyafrif y disgyblion, staff a theuluoedd yn adrodd lefelau cadarnhaol o lesiant, perthyn a chefnogaeth.
- Mae partneriaethau cryf gyda theuluoedd ac asiantaethau allanol yn cefnogi iechyd, lles ac ymgysylltiad disgyblion.
- Mae presenoldeb ysgol gyfan yn cyrraedd neu'n rhagori ar 93%, gyda gostyngiad mewn absenoldeb parhaus a chynnydd mewn ymwybyddiaeth o bwysigrwydd presenoldeb.

Gweithredoedd

- Defnyddio holiaduron, llais y disgybl a data lles i werthuso anghenion a chynllunio gweithgareddau targedig.
- Datblygu cyfleoedd ar gyfer arweinyddiaeth disgyblion a mentrau lles megis y Cyngor Iechyd a Lles a Playground Pals.
- Cryfhau partneriaethau gyda rhieni drwy fforymau, gweithdai a chyfathrebu rheolaidd am iechyd, lles a phresenoldeb.
- Monitro presenoldeb yn drylwyr, defnyddio ymyriadau cynnar a gweithio gyda theuluoedd ac asiantaethau allanol i leihau absenoldeb.

Priority 4 – Wellbeing and Pupil Support

Success Criteria

- Pupil voice and reliable data inform decision-making and contribute directly to the development of the school's wellbeing provision.
- The majority of pupils, staff and families report positive levels of wellbeing, belonging and support.
- Strong partnerships with families and external agencies support pupil health, wellbeing and engagement.
- Whole-school attendance reaches or exceeds 93%, with reduced persistent absenteeism and increased awareness of the importance of regular attendance.

Actions

- Use surveys, pupil voice and wellbeing data to evaluate needs and plan targeted interventions.
- Develop opportunities for pupil leadership through initiatives such as the Health and Wellbeing Council and Playground Pals.
- Strengthen partnerships with parents through forums, workshops and regular communication about wellbeing and attendance.
- Monitor attendance rigorously, implement early intervention strategies and work closely with families and external agencies to reduce absence.

Blaenoriaeth 5 – Cymhwysedd Digidol

Meini Prawf Llwyddiant

- Mae llwyfannau digidol yr ysgol (Seesaw, J2E a Google Classroom) yn cael eu defnyddio'n gyson ac yn effeithiol i gefnogi dysgu, asesu a chadw tystiolaeth.
- Mae mwyafrif y disgyblion yn datblygu eu medrau digidol yn systematig ac yn defnyddio technoleg yn annibynnol ac yn hyderus.
- Mae disgyblion yn dangos dealltwriaeth gadarn o ddiogelwch ar-lein, deallusrwydd artiffisial (AI) a defnydd cyfrifol o dechnoleg ddigidol.
- Mae cynllunio, monitro a hunanarfarnu yn dangos cynnydd parhaus mewn medrau digidol a chysondeb ar draws yr ysgol.

Gweithredoedd

- Cryfhau a monitro defnydd Seesaw, J2E a Google Classroom fel rhan o ecosystem ddigidol gyson ar draws yr ysgol.
- Datblygu medrau codio, meddwl cyfrifiadurol a defnydd creadigol o dechnoleg drwy hyfforddi staff a gweithgareddau dysgu pwrpasol.
- Defnyddio Camau Curig Digidol a gweithgareddau monitro i werthuso cynnydd ac adnabod meysydd i'w datblygu.
- Datblygu dull ysgol gyfan at ddiogelwch digidol ac AI, gan gynnwys polisi defnydd cyfrifol a hybu ymwybyddiaeth ymhlith staff a disgyblion.

Priority 5 – Digital Competency

Success Criteria

- The school's digital platforms (Seesaw, J2E and Google Classroom) are used consistently and effectively to support learning, assessment and the collection of evidence.
- Most pupils develop their digital skills systematically and use technology independently and confidently.
- Pupils demonstrate a strong understanding of online safety, artificial intelligence (AI) and responsible use of digital technology.
- Planning, monitoring and self-evaluation demonstrate continuous improvement in digital skills and consistency across the school.

Actions

- Strengthen and monitor the use of Seesaw, J2E and Google Classroom as part of a consistent whole-school digital ecosystem.
- Develop coding, computational thinking and creative uses of technology through staff training and purposeful learning activities.
- Use Curig Steps Digital and monitoring activities to evaluate progress and identify areas for development.
- Develop a whole-school approach to digital safety and AI, including a responsible use policy and raising awareness amongst staff and pupils.