



Crynodeb Cynllun Datblygu

Ysgol Gymraeg Parc y Tywyn

2025-2026



Ble ydym ni nawr? / Where are we now?

CRYFDERAU	GWENDIDAU / ARDALOEDD AR GYFER GWELLA
- Mae'r rhan fwyaf o athrawon yn gosod disgwyliadau cadarnhaol, ac mae disgyblion yn ymddwyn yn dda, yn cymryd rhan yn gadarnhaol ac yn siarad yn hyderus am eu dysgu. - Mae perthnasoedd gwaith cryf rhwng disgyblion ac oedolion, gyda'r mwyafrif o ddisgyblion yn dangos dealltwriaeth gadarn o sut i wneud dewisiadau iach ar gyfer eu lles corfforol ac emosiynol. - Mae diogelu'n weithdrefn gadarn ac effeithiol, gyda diwylliant cryf sy'n sicrhau bod disgyblion yn teimlo'n ddiogel. - Mae gan ddisgyblion ag ADY a'r rhai sy'n dysgu oddi ar y safle gwricwlwm wedi'i gynllunio'n bwrpasol, gyda thystiolaeth glir o gydweithio effeithiol ag asiantaethau allanol i wella canlyniadau. - Mae arweinyddiaeth ar bob lefel yn gryf ac yn gosod disgwyliadau uchel; mae cyfleoedd dysgu proffesiynol wedi'u cynllunio'n effeithiol ac yn cael effaith gadarnhaol ar ddysgu a lles disgyblion.	- Ehangu cyfleoedd i ddisgyblion arwain eu dysgu eu hunain a myfrio ar eu cryfderau a'u meysydd i wella. - Gwreiddio defnydd cyson ac effeithiol o adborth llafar ac ysgrifenedig i gefnogi cynnydd disgyblion. - Datblygu sgiliau llythrennedd a rhifedd yn fwy systematig ar draws y cwricwlwm i fynd i'r afael â bylchau dysgu. - Cryfhau dulliau trawma-seiliedig ac ymyriadau lles i leihau gwaharddiadau a sicrhau cynhwysiant gwell. - Cynyddu cysondeb mewn addysgeg ar draws yr ysgol er mwyn sicrhau bod arferion gorau yn cael eu rhannu a'u gwreiddio'n effeithiol ym mhob dosbarth. - Sicrhau mwy o gyfleoedd i rieni/gwarchodwyr gyfrannu at ddysgu a datblygiad disgyblion, gan gryfhau'r bartneriaeth rhwng cartref ac ysgol. - Datblygu arferion asesu cryfach sy'n cefnogi dilyniant parhaus, gan gynnwys defnyddio data'n fwy strategol i gynllunio camau nesaf dysgu, ee. athrawon yn defnyddio Traciwr yn hyderus i dracio data.
CYFLEOEDD	BYGYTHION
- Parhau i ehangu cyfleoedd allgyrsiol, gan gynnwys systemau gwobrwyo sy'n cefnogi cymhelliant a lles disgyblion. - Datblygu'r defnydd o ymwelwyr allanol ac arbenigwyr i gyfoethogi'r cwricwlwm a chynnig profiadau bywyd go iawn i ddisgyblion. - Ehangu defnydd o dechnoleg ddigidol i gynnig dulliau dysgu creadigol ac arloesol, gan gynnwys cydweithio â chyrrff cenedlaethol neu dechnolegol.	- Cyllid - Diwallu anghenion disgyblion ADY gyda chyllideb llai. - UDA newydd sefydlu
STRENGTHS	AREAS TO IMPROVE
sicrhau ei bod yn cael ei defnyddio i'w llawn botensial fel rhan o'r ddarpariaeth dysgu. - Most teachers set positive expectations, and pupils behave well, engage positively and speak confidently about their learning. - Strong working relationships exist between pupils and adults, with most pupils showing a secure understanding of how to make healthy choices for their physical and emotional well-being. - Safeguarding procedures are robust and effective, with a strong culture that ensures pupils feel safe. - Pupils with ALN and those taught off-site follow a well-planned, purposeful curriculum, with clear evidence of effective collaboration with external agencies to improve outcomes. - Leadership at all levels is strong and sets high expectations; professional learning opportunities are well-planned and have a positive impact on pupils' learning and well-being.	- Extend opportunities for pupils to lead their own learning and reflect on their strengths and areas for development. - Embed consistent and effective use of oral and written feedback to support pupil progress. - Develop literacy and numeracy skills more systematically across the curriculum to address learning gaps. - Strengthen trauma-informed approaches and well-being interventions to reduce exclusions and promote greater inclusion. - Increase consistency in pedagogy across the school to ensure that best practices are shared and embedded effectively in all classes. - Ensuring more opportunities for parents/guardians to contribute to pupils' learning and development, strengthening the partnership between home and school. - Developing stronger assessment practices that support continuous progression, including using data more strategically to plan the next stages of learning, eg. teachers use Traciwr confidently to track data.
• OPPORTUNITIES	THREATS
- Continue to expand extracurricular opportunities, including reward systems that support pupil motivation and well-being. - Develop the use of external visitors and specialists to enrich the curriculum and provide real-life experiences for pupils. - Invest in the development and use of the outdoor area to ensure it is used to its full potential as part of the learning provision. - Expand the use of digital technology to offer creative and innovative learning methods, including collaboration with national or technological bodies.	- Finance - Meeting the needs of ALN pupils with a smaller budget. - SLT newly established



Ysgol Gymraeg Parc y Tywyn

Gwerthusiad o GDY 2024-2025

Trosolwg o flaenoriaethau CDY 2024-2025

Blaenoriaeth 1: Cryfhau systemau asesu ac adborth ar draws yr ysgol fel bod llun clir gyda'r dysgwyr o'u cryfderau ac ardaloedd datblygu

- Datblygiad Proffesiynol i staff- Cyrsiau AAGD gan Gareth Coombes, Partneriaeth ac IMPACT Wales.
- Adolygu polisi asesu ac adborth yr ysgol a sicrhau bod pawb yn ei ddeall a'i weithredu
- Creu murlun AAGD ym mhob dosbarth – Grisïau'r Goleudy. Strategaethau mae'n ofynnol i staff ddefnyddio yn cael eu harddangos. Annog trafodaeth ddosbarth gyda'r dysgwyr
- Cynllunio yn adlewyrchu ffocws newydd ar asesu ar gyfer dysgu
- Triawdau dysgu yn arsylwi ei gilydd yn defnyddio strategaethau AAGD
- Mae athrawon yn nodi agwedd ar asesu ar gyfer dysgu i ymchwilio a datblygu yn eu dosbarthiadau fel rhan o Ddatblygiad Proffesiynol yn y dosbarth
- Adolygu dulliau Asesu ar gyfer Dysgu o fewn y dosbarth a'u heffaith ar symud y dysgu yn ei flaen

Blaenoriaeth 2: Cryfhau darpariaeth ar gyfer y fframwaith cymhwysedd digidol a chodi safonau digidol y disgyblion yn enwedig yn llinyn 1 a 4 o'r fframwaith cymhwysedd digidol.

- Hyfforddiant i athrawon ar y fframwaith ac amryw o raglenni.
- Monitro Cynlluniau Canolig er mwyn sicrhau bod sgiliau'r Fframwaith Cymhwysedd Digidol yn cael eu cynnwys.
- Tanysgrifadi blynyddol i Digital Den, monitro effaith
- Gweithio fel SSD gydag Ysgolion cyfagos a Chydlynwyr Digidol i fapio'r sgiliau'r Fframwaith Cymhwysedd Digidol yn glir o fewn y blynyddoedd byddwn yn sicrhau cynnydd pellach a chontinwmm clir ar draws yr ysgol.
- Cydlynedd Digidol i rannu mapio blynyddol Cymhwysedd Digidol gyda'r athrawon er mwyn dangos continwmm clir ar draws yr ysgol.
- Cynnal etholiadau Dewiniad Digidol i ddisgyblion. Adnabod plant y gall eraill troi iddynt am help.
- Taith ddysgu yn canolbwyntio ar safonau medrau Cymhwysedd Digidol disgyblion a'u gallu i'w defnyddio ar draws pob maes dysgu a phrofiad ar lefel her briodol.

Blaenoriaeth 3: Sicrhau fod y ddarpariaeth o ansawdd uchel ar draws pob dosbarth Dysgu Sylfaen yn cynnig digon o her i'r dysgwyr gan gynnwys datblygu'r amgylcheddau dysgu tu fewn a thu allan.

- Athrawon Sylfaen yn ymweld ag ysgolion cyfagos er mwyn gweld arfer dda ac i danio'r dychymyg.
- Mynychu hyfforddiant priodol Dysgu Sylfaen mae'r Sir yn ei gynnig.
- Datblygu'r amgylchedd ddysgu i fod yn fwy naturiol/ holistig er mwyn creu amgylchedd ddysgu tawel ei naw.
- Dysgu Sylfaen i gynllunio a datblygu ardaloedd penodol o fewn eu dosbarth. Trafod hyn yn dilyn sgwrs / cyfarfod Ysgol Gyfan.
- Datblygu llyfrau llawr a defnydd see saw er mwyn cofnodi'r dysgu
- Datblygu ardaloedd darpariaeth barhaus tu allan fel bod lle ar gyfer tasgau yn yr awyr agored yn ystod y dydd.
- Cynllunio'n bwrpasol yn wythnosol ar gyfer yr Awyr Agored, gan danlinellu'r cynllunio hynny er mwyn sicrhau eglurder.

Blaenoriaeth 4: Darparu cyfleoedd cyson i ddatblygu, ymestyn a chymhwyso sgiliau rhifedd a llythrennedd yn gyson ac yn ystrolon drwy gyd-destunau amrywiol yn y MDAph gan arwain at gynydd mesuradwy a datblygiad pendant y neu sgiliau ar hyd y Camau cynnydd.

- Cydlynwyr i fynychu hyfforddiant MDAph a sicrhau bod gan yr holl staff ddealltwriaeth glir o ddilyniant sgiliau a gwybodaeth yn y maes.
- Anweinwyr MDPH i fapio cynnydd, sgiliau, gwybodaeth a phrofiadau o fewn eu meysydd.
- Sefydlu dulliau asesu effeithiol i gydlynwyr fesur cynnydd rhifedd a llythrennedd disgyblion mewn cyd-destunau trawsgwricwlaidd.
- i baratoi taflen dracio llythrennedd a rhifedd i'r athrawon gynnwys yn eu ffeiliau cynllunio
- Monitro ac adborth rheolaidd gyda staff er mwyn sicrhau cysondeb a'r effaith mwyaf gyda llythrennedd a rhifedd
- Cymedroli ffeiliau cynllunio a llyfrau thema (Profiadau'r Porth)a sicrhau eu bod yn dangos dilyniant clir o ran cynnwys.
- Trafod gyda'r disgyblion sut mae'r profiadau yn cyfoethogi eu dysgu
- Trefnu cyfarfodydd cynnydd gydag athrawon er mwyn sicrhau eu bod yn cynllunio ar y lefel briodol i bob dysgwr

Blaenoriaeth 5: Cryfhau yr UDA a datblygu rôl ac effeithiolrwydd arweinydd MDAph ysgol a'u profiad ym mhrosesau hunan werthuso a chynllunio ar gyfer gwelliant

- Hyfforddiant perthnasol i bob arweinydd o fewn eu cyfrifoldebau.
- Hyfforddiant gan IMPACT yn annog athrawon i ddeall metawbyddiaeth a sut mae dysgwyr yn dysgu orau er mwyn datblygu eu MDAph
- Parhau i greu a mireinio cynlluniau gweithredu ar gyfer pob maes dysgu a phrofiad er mwyn sicrhau datblygiad pob maes.
- Cyfarfodydd staff i gynnwys trafodaethau a phenderfyniadau strategol ar effaith yr addysgu ar y dysgu, wedi eu harwain gan arweinwyr mdaph, i sicrhau dealltwriaeth ac ymrwymiad pob un
- Cynnal adolygiadau datblygu perfformiad rheolaidd ar gyfer pob arweinydd i asesu eu heffeithiolrwydd a nodi meysydd i'w datblygu ymhellach - gan roi adborth ar sut mae arweinwyr yn gwneud cynnydd yn erbyn eu nodau

Gwerthusiad Gorffennaf 2025

- Mae athrawon yn cynllunio'n fwy systematig, gan ddefnyddio strategaethau asesu effeithiol i helpu disgyblion i wneud cynnydd a deall eu cryfderau a'u meysydd i wella.
- Mae adborth yn cael ei ddefnyddio'n fwy cyson i wella gwaith.
- Mae hyfforddiant gan *Impact Wales* wedi cryfhau dealltwriaeth staff o sut mae dysgwyr yn dysgu orau ac wedi gwella defnydd o Asesu ar gyfer Dysgu.

- Mae bron pob disgybl yn barod iawn i ymdopi â manteision a risgiau technoleg ac i gadw'n ddiogel ar-lein.
- Mae disgyblion Blwyddyn 2 ac uwch yn mewngofnodi i Hwb yn annibynnol ac yn defnyddio sgiliau digidol ar draws y cwricwlwm gyda agwedd gadarnhaol ac mewn cydweithrediad â chyfoedion.
- Mae gan bob athro fynediad at y Ganolfan Ddigidol ac yn hyderus wrth greu tasgau sy'n datblygu sgiliau cymhwysedd digidol disgyblion ar draws y Cwricwlwm.
- Mae sgiliau digidol wedi'u mapio i grwpiau oedran y disgyblion, gyda staff yn darparu profiadau dilys ac yn defnyddio clapiau hyfforddi i wella sgiliau. Mae'r PLF yn monitro'r CCC a'r defnydd o'r Ganolfan Ddigidol yn rheolaidd.

- Defnyddir yr awyr agored fel estyniad o'r ystafell ddosbarth, gyda dysgwyr yn cael mynediad hawdd at adnoddau a manau dynodedig o ddechrau'r diwrnod.
- Mae'r ystafelloedd dosbarth wedi'u trefnu gyda manau penodol ar gyfer grwpiau bach ac ardaloedd synhwyraidd ar gyfer anghenion dwys, wedi'u cynllunio gyda'r dysgwyr mewn golwg.
- Mae pob adnodd sydd ar gael i ddisgyblion wedi'i labelu i feithrin annibyniaeth, ac mae mwy o waith disgyblion yn cael ei ardangos i ddangos eu cynnydd a'u creadigrwydd.
- Mae'r "Pentref" wedi'i ddatblygu yn y coridor, gyda manau addysgu llawn adnoddau i annog chwilfrydded ac ymgysylltiad ymhlith dysgwyr o bob oed.

- Mae disgyblion yn gwneud cynnydd cryf mewn rhifedd a llythrennedd ar draws y cwricwlwm.
- Mae hyder staff i gynllunio gwersi trawsgwricwlaidd wedi cynyddu.
- Mae addysgu'n hyrwyddo dysgu pwrpasol sy'n galluogi pob disgybl i lwyddo.
- Mae llyfrau *Profiadau Porth* yn dangos gweithgareddau sy'n ehangu dealltwriaeth disgyblion, ac maent yn gallu trafod eu dysgu'n hyderus.

- Mae arweinwyr MDAph yn derbyn hyfforddiant i gryfhau hyder, eglurder rôl a sgiliau hunanwerthuso.
- Mae cynlluniau gweithredu'n cael eu hadolygu'n rheolaidd i sicrhau cynnydd ac aliniad â blaenoriaethau'r ysgol.
- Mae hyfforddiant *IMPACT* yn cefnogi dealltwriaeth o fetacognisiwn ac yn llywio cynllunio ac addysgu.
- Mae cyfarfodydd strategol ac adolygiadau perfformiad yn hyrwyddo myfrio, cydweithio a datblygiad arweinyddiaeth.



Evaluation of SDP 2023-2024

Overview of SDP Priorities 2024-2025	Evaluation July 2025
Priority 1: Strengthen assessment and feedback systems across the school so that the learners have a clear picture of their strengths and development areas - Professional Development for staff - AAGD Course by Gareth Coombes and IMPACT Wales - Create a partnership with neighbouring schools and coordinate a focus for the SSD - Review the school's assessment and feedback policy and ensure that everyone understands and implements it - Create an AAGD mural in each class – Lighthouse Stairs. Strategies staff are required to use are displayed. Encourage a class discussion with the learners - Planning reflects a new focus on assessment for learning - Learning trios observing each other using AAGD strategies - Teachers identify an approach to assessment for learning to research and develop in their classes as part of Professional Development in the classroom - Review Assessment for Learning methods within the class and their effect on progressing learning	- Teachers plan more systematically, using effective assessment strategies to help pupils make progress and understand their strengths and areas for improvement. - Feedback is used more consistently to improve work. - Training from <i>Impact Wales</i> has strengthened staff understanding of how pupils learn best and improved the use of Assessment for Learning.
Priority 2: Strengthen provision for the digital competence framework and raise the pupils' digital standards especially in strands 1 and 4 of the digital competence framework. - Create a questionnaire for staff in order to find out the understanding and confidence of staff and pupils in terms of the Digital Competence Framework. - Training for teachers on the framework and various programmes. - Monitor Medium Plans to ensure that the skills of the Digital Competence Framework are included. - Annual subscription to Digital Den, impact monitoring - Working as an SSD with neighboring Schools and Digital Co-ordinators to clearly map the skills of the Digital Competence Framework within the years we will ensure further progress and a clear continuum across the school. - Digital Coordinator to share the annual mapping of Digital Competence with the teachers in order to show a clear continuum across the school. - Hold Digital Wizard elections for pupils. Identify children that others can turn to for help. - A learning journey focusing on the standards of pupils' Digital Competence skills and their ability to use them across all areas of learning and experience at an appropriate challenge level.	- Nearly all pupils are well-prepared to handle the benefits and risks of technology and to stay safe online. - Year 2 pupils and above log into Hwb independently and apply digital skills across the curriculum with a positive attitude and collaboration with peers. - All teachers have access to Digital Den and are confident in creating tasks that develop pupils' digital competence skills across the Curriculum. - Digital skills are mapped to pupil age groups, with staff providing authentic experiences and using training clips to enhance skills. The PLF regularly monitors the DCF and the use of Digital Den.
Priority 3: Ensure that the high quality provision across all Foundation Learning classes offers enough challenge to the learners including developing the learning environments inside and outside. - Foundation teachers visiting neighboring schools in order to see good practice and to spark the imagination. - Attend appropriate Foundation Learning training that the County offers. - Develop the learning environment to be more natural/holistic in order to create a calm learning environment. - Foundation Learning to plan and develop specific areas within their class. Discuss this following a Whole School conversation / meeting. - Develop floor books and see saw use to record the learning - Develop continuous provision areas outside so that there is space for outdoor tasks during the day. - Purposefully plan weekly for the Outdoors, underlining that planning to ensure clarity.	- The outdoors is used as an extension of the classroom, with learners having easy access to resources and designated areas from the start of the day. - Classrooms are organized with defined areas for small groups and sensory spaces for intensive needs, designed with learners in mind. - All resources accessible to pupils are labeled to foster independence, and more pupil work is displayed to show their progress and creativity. - The "Village" has been developed in the corridor, with resource-rich teaching areas to encourage curiosity and engagement among learners of all ages.
Priority 4: Provide consistent opportunities to develop, extend, and apply numeracy and literacy skills consistently and meaningfully through a variety of contexts within the MDPH, leading to measurable progress and clear development of skills across the Progression Steps. - Coordinators to attend AOLE training and ensure all staff have a clear understanding of the progression of skills and knowledge within the area. - AOLE leaders to map progress, skills, knowledge, and experiences within their areas. - Establish effective assessment methods for coordinators to measure pupil progress in numeracy and literacy across cross-curricular contexts. - Prepare literacy and numeracy tracking sheets for teachers to include in their planning files. - Regular monitoring and feedback with staff to ensure consistency and the greatest impact on literacy and numeracy. - Moderate planning files and themed books (Profiadau'r Porth) to ensure they show clear progression in content. - Discuss with the pupils how the experiences enrich their learning. - Organize progress meetings with teachers to ensure they are planning at the appropriate level for each learner.	- Pupils make strong progress in literacy and numeracy across the curriculum. - Staff confidence in planning cross-curricular lessons has increased. - Teaching promotes purposeful learning that enables all pupils to succeed. <i>Profiadau Porth</i> books show activities that extend pupils' understanding, and pupils can discuss their learning confidently.
Priority 5: Strengthening the SLT and developing the role and effectiveness of a schoolMDaPh leader and their experience in the processes of self evaluation and planning for improvement - Relevant training for all leaders within their responsibilities. - Training from IMPACT encourages teachers to understand metacognition and how learners learn best in order to develop their MDePh - Continue to create and refine action plans for each area of learning and experience in order to ensure the development of each area. - Staff meetings to include discussions and strategic decisions on the impact of teaching on learning, led by mdaph leaders, to ensure everyone's understanding and commitment - Conduct regular performance development reviews for all leaders to assess their effectiveness and identify areas for further development - providing feedback on how leaders are making progress against their goals	- AoLE leaders receive training to strengthen confidence, role clarity, and self-evaluation skills. - Action plans are reviewed regularly to ensure progress and alignment with school priorities. <i>IMPACT</i> training supports understanding of metacognition and informs planning and teaching. - Strategic meetings and performance reviews promote reflection, collaboration, and measurable leadership development.



Ysgol Gymraeg Parc y Tywyn

Blaenoriaethau CDY 2024-2025

Trosolwg o flaenoriaethau CDY 2025-2026	Dyma bydd y cynnydd...
Blaenoriaeth 1: Sicrhau bod ymarfer Asesu ar gyfer Dysgu (AagD) yn cael ei ddefnyddio'n effeithiol ar draws yr ysgol i helpu disgyblion i ddeall beth maen nhw'n dysgu, pam maen nhw'n ei ddysgu, a sut i wella, gan feithrin ymreolaeth, annibyniaeth a meddwl beirniadol. - Hyfforddiant pwrpasol er mwyn magu hyder staff wrth ddefnyddio AAGD ar draws yr ysgol. - Sicrhau bod strategaethau Asesu ar gyfer Dysgu yn cael eu defnyddio'n gyson ac yn effeithiol ar draws yr ysgol. - Datblygu dealltwriaeth disgyblion o'u dysgu, ei bwysigrwydd a sut i wella. - Cryfhau'r defnydd o adborth effeithiol a chyfleoedd i fyfyrwyr a gosod targedau personol. - Meithrin annibyniaeth a sgiliau meddwl beirniadol drwy hunanasesu ac asesu cyfoedion.	- Mae'r mwyafrif o staff yn defnyddio strategaethau Asesu ar gyfer Dysgu yn gyson ac yn effeithiol ym mhob dosbarth a phwnc. - Mae'r mwyafrif o ddisgyblion yn deall beth maen nhw'n dysgu, pam mae'n bwysig a sut i wella, ac yn mynegi hyn yn hyderus. - Mae adborth llafar ac ysgrifenedig yn cael ei ddefnyddio'n effeithiol gan ddisgyblion i wella eu gwaith a gwneud cynnydd mesuradwy. - Mae disgyblion yn dangos mwy o annibyniaeth ac yn defnyddio hunanasesu ac asesu cyfoedion i fyfyrwyr ar eu dysgu a gosod targedau personol clir.
Blaenoriaeth 2: Embed Big Maths as a whole-school approach to ensure clear progression and consistency in the development of pupils' mathematical skills. - Sicrhau cynllunio cyson a disgwyliadau clir i bob aelod o staff a disgybl gan ddefnyddio adnodd gynllunio Big Maths. - Datblygu adnoddau a chefnogaeth weledol i feithrin hyder ac annibyniaeth disgyblion ym mathemateg. - Codi safonau mathemategol drwy wersi dyddiol a defnyddio Big Maths. - Cryfhau arweinyddiaeth a chydweithio staff i sicrhau gwelliant parhaus ar draws yr ysgol ym Mathemateg. - Defnyddio asesiadau a thracio rheolaidd o fewn Big Maths i fonitro cynnydd, nodi'r camau nesaf a sicrhau digon o her i bob dysgwr. - Darparu cyfleoedd dysgu proffesiynol i staff ddatblygu hyder, cysondeb ac arbenigedd wrth gyflwyno Big Maths yn effeithiol.	- Mae disgyblion yn dangos gwell dealltwriaeth gysyniadol o gysyniadau mathemategol allweddol. - Mae'r mwyafrif o ddisgyblion yn gallu defnyddio eu sgiliau mathemategol mewn sefyllfaoedd ymarferol a chyddestunau bywyd go iawn. - Mae dilyniant clir yn amlwg yn sgiliau mathemategol disgyblion wrth symud drwy'r ysgol. - Mae defnyddio Big Maths wedi gwreiddio dulliau strwythuredig ac effeithiol sy'n cefnogi cynnydd cadarn a chyson.
Blaenoriaeth 3: Datblygu annibyniaeth yn y Cyfnod Sylfaen drwy ddarpariaeth o ansawdd uchel a hwylus i gan oedolion, sy'n galluogi disgyblion i gymryd cyfrifoldeb am eu dysgu, gwneud penderfyniadau a datrys problemau'n hyderus, gan sicrhau bod profiadau'n cynnig digon o her ac yn cefnogi eu datblygiad fel dysgwyr annibynnol. - Darparu hyfforddiant pwrpasol i'r holl staff Dysgu Sylfaen ar gwestiynu agored, hyrwyddo annibyniaeth a gwneud defnydd effeithiol o'r amgylcheddau dysgu tu mewn a thu allan. - Cynnal arsylwadau gwersi a theithiau dysgu rheolaidd er mwyn fonitro'r ddarpariaeth, rhannu adborth adeiladol a chryfhau cysondeb ar draws yr ysgol. - Galluogi staff i fynychu cyrsiau a gweithdai allanol sy'n canolbwyntio ar chwarae pwrpasol, cynllunio dilyniant a datblygu amgylcheddau cyfoethog. - Datblygu cynllunio cydweithredol rhwng athrawon a chynorthwyywyr i sicrhau cydbwysedd rhwng rhyddid, chwarae pwrpasol a dysgu wedi'i gynllunio'n fwiadol. - Defnyddio system gyson ac effeithiol ar gyfer arsylwi a chofnodi cynnydd disgyblion, gan gynnwys llyfrau profiadau a llyfrau arsylwadau, i lywio'r camau nesaf mewn dysgu.	- Mae darpariaeth o ansawdd uchel a chyson ar draws pob dosbarth yn y Cyfnod Sylfaen. - Mae disgyblion yn cael eu herio'n gyson ac yn dangos cynnydd amlwg mewn annibyniaeth a sgiliau datrys problemau. - Mae amgylcheddau dysgu tu mewn a thu allan yn gyfoethog ac yn cael eu defnyddio'n effeithiol i feithrin chwilfrydded a chreadigrwydd. - Mae cynllunio'n sicrhau cydbwysedd clir rhwng chwarae pwrpasol a dysgu wedi'i gynllunio'n fwiadol. - Mae staff yn hyderus ac yn gyson wrth ddefnyddio adnoddau, arsylwadau a chefnogaeth broffesiynol i lywio camau nesaf dysgu disgyblion.
Blaenoriaeth 4: Ymgorffori dull trawma-seiliedig (trauma-informed) i wella ymddygiad, lles a disgyblaeth - Cryfhau arferion trawma-seiliedig ac adferol drwy hyfforddiant i'r holl staff, trafodaethau proffesiynol a theithiau dysgu er mwyn sicrhau dulliau cyson o ran ymddygiad, perthnasoedd a rheoleiddio emosiynol. - Adolygu a mireinio polisiau ymddygiad a systemau gwobrwy fel eu bod yn hyrwyddo parch, tegwch a chymhelliant i bob disgybl, gan sicrhau cydnabyddiaeth gadarnhaol o ymdrechion a llwyddiannau pob plentyn. - Gwella'r ddarpariaeth lles emosiynol drwy ddatblygu lleoedd tawel, gwreiddio strategaethau rheoleiddio emosiynol yn yr ystafelloedd dosbarth, ac ehangu ymyriadau penodol megis ELSA a chefnogaeth fentora. - Gweithio ar y cyd â theuluoedd, llywodraethwyr ac asiantaethau allanol (e.e. iechyd, cefnogaeth ymddygiad, CAMHS) i ddarparu cefnogaeth gydyddol i ddisgyblion bregus ac i gryfhau diwylliant yr ysgol o ddiogelwch, empathi a pherthyn.	- Mae'r mwyafrif o ddisgyblion yn dangos gwell rheoleiddio emosiynol ac yn defnyddio strategaethau i osgoi gwrthdaro, gan arwain at lai o ddigwyddiadau ymddygiadol. - Mae ymddygiad parchus a chwrtais yn fwy cyson ar draws yr ysgol, gyda disgyblion yn cymryd mwy o gyfrifoldeb am eu gweithredoedd. - Mae staff yn defnyddio arferion trawma-seiliedig ac adferol yn hyderus ac yn gyson, gan greu diwylliant ysgol cadarnhaol a chynhwysol. - Mae'r ddarpariaeth lles yn cael effaith amlwg ar hapusrwydd, diogelwch ac ymgysylltiad disgyblion. - Mae data presenoldeb ac ymddygiad yn dangos gwelliant mesuradwy o gymharu â'r blynyddoedd blaenorol.
Blaenoriaeth 5: Datblygu dysgwyr hyderus a medrus yn y Gymraeg drwy gynllunio dilyniant cadarn mewn sgiliau llafar ac ymestyn defnydd y Gymraeg ar draws yr ysgol gyfan - Adolygu a chryfhau cynlluniau dysgu i sicrhau dilyniant clir mewn sgiliau llafar ar draws pob cam cynnydd, gan gynnwys tasgau strwythuredig sy'n symud dysgwyr ymlaen. - Pennu disgwyliadau clir ar gyfer defnydd y Gymraeg yn y dosbarth, yn gymdeithasol ac mewn gweithgareddau allgyrsiol, gyda phwyslais ar hyder ac ymroddiad. - Gweithredu sesiynau drilio iaith wythnosol ar draws yr ysgol gyfan a monitro eu heffaith ar hyfedredd a defnydd beunyddiol o'r Gymraeg. - Darparu hyfforddiant pwrpasol i staff a chynorthwyywyr ar strategaethau drilio effeithiol, modelu iaith ac ar ddatblygu hyder i ddefnyddio'r Gymraeg o ddydd i ddydd. - Defnyddio systemau monitro a phroffion rhuglder darllen i asesu cynnydd mewn sgiliau llafar, cefnogi cynllunio dilyniant a sicrhau gwelliannau mesuradwy yn hyfedredd y dysgwyr.	- Mae'r mwyafrif o ddisgyblion yn defnyddio'r Gymraeg yn fwy hyderus ac yn gyson yn y dosbarth ac ar draws bywyd cymdeithasol yr ysgol. - Mae tystiolaeth glir o gynnydd mewn rhuglder a medrau llafar, darllen ac ysgrifennu drwy fonitro, profion a llyfrau disgyblion. - Mae staff ac athrawon cynorthwyl yn modelu'r iaith yn hyderus, gan hyrwyddo amgylchedd ysgol gyfan sy'n gwerthfawrogi a dathlu'r Gymraeg. - Mae Criw Gymraeg yn chwarae rhan weithredol wrth gynyddu ymwybyddiaeth a balchder yn yr iaith ymhlith y gymuned ysgol. - Mae rhieni a'r gymuned yn cymryd rhan mewn digwyddiadau a dathliadau diwylliannol sy'n cefnogi defnydd ehangach o'r Gymraeg.



SDP Priorities 2025-2026

Overview of SDP Priorities 2025-2026	This will be the impact...
Priority 1: Ensure that Assessment for Learning (AfL) practice is used effectively across the school to help pupils understand what they are learning, why they are learning it, and how to improve, while fostering independence, autonomy, and critical thinking. - Provide targeted training to build staff confidence in using AfL consistently across the school. - Ensure AfL strategies are applied effectively and consistently in all classes. - Develop pupils' understanding of their learning, its importance, and how to make progress. - Strengthen the use of effective feedback and provide regular opportunities for reflection and personal target-setting. - Foster independence and critical thinking skills through self-assessment and peer assessment.	- The majority of staff use Assessment for Learning strategies consistently and effectively in all classes and subjects. - The majority of pupils understand what they are learning, why it is important, and how to improve, and they express this confidently. - Oral and written feedback is used effectively by pupils to improve their work and make measurable progress. - Pupils show greater independence, using self-assessment and peer assessment to reflect on their learning and set clear personal targets.
Priority 2: Develop pupils' mathematical skills through structured and coherent approaches that focus on conceptual understanding, practical application, and clear progression, using <i>Big Maths</i>. - Ensure consistent planning and clear expectations for all staff and pupils by using the <i>Big Maths</i> planning resource. - Develop resources and visual support to build pupils' confidence and independence in mathematics. - Raise mathematical standards through daily lessons and the systematic use of <i>Big Maths</i>. - Strengthen leadership and staff collaboration to secure continuous improvement in mathematics across the school. - Use regular assessment and tracking within <i>Big Maths</i> to monitor progress, identify next steps and ensure appropriate challenge for all learners. - Provide professional learning opportunities for staff to develop confidence, consistency and expertise in delivering <i>Big Maths</i> effectively	- Pupils demonstrate a stronger conceptual understanding of key mathematical concepts. - The majority of pupils are able to apply their mathematical skills in practical situations and real-life contexts. - Clear progression in pupils' mathematical skills is evident as they move through the school. - The use of <i>Big Maths</i> has embedded structured and effective approaches that support secure and consistent progress.
Priority 3: Develop independence in the Foundation Phase through high-quality, adult-facilitated provision that enables pupils to take responsibility for their own learning, make decisions and solve problems confidently, ensuring that experiences provide sufficient challenge and support their development as independent learners. - Provide targeted training for all Foundation Phase staff on open-ended questioning, promoting independence, and making effective use of indoor and outdoor learning environments. - Carry out regular lesson observations and learning walks to monitor provision, share constructive feedback, and strengthen consistency across the school. - Enable staff to attend external courses and workshops focused on purposeful play, progression in planning, and developing rich learning environments. - Develop collaborative planning between teachers and support staff to ensure a clear balance between freedom, purposeful play, and intentional teaching. - Use a consistent and effective system for observing and recording pupil progress, including learning journals and observation books, to inform next steps in learning.	- High-quality and consistent provision is evident across all Foundation Phase classes. - Pupils are consistently challenged and show clear progress in independence and problem-solving skills. - Indoor and outdoor learning environments are rich and used effectively to foster curiosity and creativity. - Planning ensures a clear balance between purposeful play and intentional teaching. - Staff are confident and consistent in using resources, observations, and professional support to inform pupils' next steps in learning.
Priority 4: Embed a trauma-informed approach to improve behaviour, well-being and discipline. - Strengthen trauma-informed and restorative practice through whole-staff training, professional dialogue, and learning walks to ensure consistent approaches to behaviour, relationships, and emotional regulation. - Review and refine behaviour policies and reward systems so that they promote respect, fairness, and motivation for all pupils, ensuring positive recognition of every child's efforts and achievements. - Enhance emotional well-being provision by developing quiet spaces, embedding emotional regulation strategies in classrooms, and expanding targeted interventions such as ELSA and mentoring support. - Work collaboratively with families, governors, and external agencies (e.g. health, behaviour support, CAMHS) to provide cohesive support for vulnerable pupils and strengthen the school's culture of safety, empathy, and belonging.	- The majority of pupils show stronger emotional regulation and use strategies to manage conflict, leading to fewer behaviour incidents. - Respectful and courteous behaviour is consistent across the school, with pupils taking greater responsibility for their actions. - Staff apply trauma-informed and restorative practices confidently and consistently, strengthening a positive and inclusive school culture. - Well-being provision has a clear and positive impact on pupils' happiness, sense of safety, and engagement in learning. - Attendance and behaviour data demonstrate measurable improvements compared with previous years.
Priority 5: Develop confident and skilled Welsh speakers through secure progression in oracy and by extending the use of Welsh across the whole school. - Review and strengthen learning plans to ensure clear progression in oracy skills across all progression steps, including structured tasks that move learners forward. - Set clear expectations for the use of Welsh in class, socially, and in extracurricular activities, with a focus on building confidence and commitment. - Implement weekly structured language drilling sessions across the whole school and monitor their impact on fluency and everyday use of Welsh. - Provide targeted training for staff and support staff on effective drilling strategies, language modelling, and developing confidence in daily Welsh use. - Use monitoring systems and fluency assessments to evaluate progress in oracy, support progression planning, and secure measurable improvements in learners' fluency.	- The majority of pupils use Welsh more confidently and consistently in class and across the wider social life of the school. - There is clear evidence of progress in fluency and oracy, reading and writing skills through monitoring, assessments and pupils' workbooks. - Teachers and support staff confidently model the language, creating a whole-school environment that values and celebrates Welsh. - The Criw Cymraeg plays an active role in raising awareness and pride in the language across the school community. - Parents and the wider community engage in cultural events and celebrations that promote wider use of Welsh.