



Ysgol Gymraeg Gymraeg Parc y Tywyn



Crynodeb Cynllun Datblygu

Ysgol Gymraeg Parc y Tywyn

2024-2025



Ysgol Gynradd Gymraeg Parc y Tywyn

Ble ydym ni nawr? /Where are we now?

CRYFDERAU	GWENDIDAU / ARDALOEDD AR GYFER GWELLA
- Mae'r rhan fwyaf o ddisgyblion yn ymddwyn yn dda, yn cymryd rhan yn gadarnhaol mewn dysgu, ac yn dangos dealltwriaeth o wneud dewisiadau iach ynghylch diet, gweithgaredd corfforol, a lles emosiynol. - Presenoldeb yn 93.2% gyda phlant yn brydlon ac yn barod i ddysgu, heb grwpiau dan anfantais oherwydd absenoldeb. Mae'r pennaeth a'r llywodraethwyr wedi sefydlu cyfeiriad strategol clir. - Mae'r ysgol yn meddu ar ddiwylliant diogelu effeithiol. Mae disgyblion ag anghenion ADY yn elwa o gwricwlwm wedi'i gynllunio'n dda sy'n diwallu eu hanghenion unigol.	- Parhau i ddatblygu a roi igon o gyfleoedd i ddysgwyr arwain eu dysgu eu hunain, ac mae hyn yn arwain at gynydd a chanlyniadau da. - Parhau i roi ffocws ar gynllunio'r cwricwlwm fel ysgol a sicrhau dilyniant. - Ffocysu ar gefnogi disgyblion iael perthnasoedd gadarnhaol gyda'u gilydd, a bod disgyblion yn gallu datrys problemau yn effeithiol. - Mae llywodraethwyr yn ymwybodol o'u rôl ac yn herio, angen parhau i ddatblygu a gwella rhai agweddau pwysig ar lywodraethu o hyd.
CYFLEOEDD	BYGYTHION
Parhau i adeiladu ar gyfleoedd allgyrsiol, h.y. gwobrau ysgol - Y defnydd o ymwelwyr allanol i gefnogi datblygiad y cwricwlwm yn enwedig ein hanel leol. - Datblygu'r ardal allanol i'w defnyddio i'w llawn photensial. - Ceisio am grantiau er mwyn ddarparu fwy o gyfleoedd i ddisgyblion	- Cyllid - Diwallu anghenion disgyblion ADY gyda chyllideb lai. - UDA newydd sefydlu

STRENGTHS	AREAS TO IMPROVE
- Most pupils behave well, participate positively in learning, and show an understanding of making healthy choices regarding diet, physical activity, and emotional well-being. - Attendance at 93.2% with children punctual and ready to learn, with no disadvantaged groups due to absence. The headteacher and governors have established a clear strategic direction. - The school has an effective safeguarding culture. Pupils with ALN needs benefit from a well-planned curriculum that meets their individual needs.	- Continue to develop and give learners plenty of opportunities to lead their own learning, and this leads to progress and good results. - Continue to focus on curriculum planning as a school and ensure progression. - Focus on supporting pupils to have positive relationships with each other, and that pupils can solve problems effectively. - Governors are aware of their role and challenge, the need to continue to develop and improve some important aspects of governance.
OPPORTUNITIES	THREATS
- Continue to build on extracurricular opportunities, ie. school prizes - The use of external visitors to support the development of the curriculum especially our local aim. - Develop the outside area to use it to its full potential. - Apply for grants in order to provide more opportunities for pupils	- Finance - Meeting the needs of ALN pupils with a smaller budget. - SLT newly established



Ysgol Gynradd Gymraeg Parc y Tywyn

Blaenoriaethau CDY 2024-2025

Trosolwg o flaenoriaethau CDY 2024-2025

Dyma bydd yr effaith...

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- Cysiau 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

- Mae athrawon yn cynllunio ar gyfer dilyniant, gan ddefnyddio strategaethau asesu effeithiol, gan sicrhau bod disgyblion yn gwneud cynnydd ac yn gallu trafod eu cryfderau a'u meysydd datblygiad.
- Mae athrawon a disgyblion yn rhoi adborth gwerthfawr ac yn defnyddio'r adborth yn effeithiol i wella gwaith, yn unol â pholisiau dysgu ac addysgu'r ysgol.
- Trwy'r 'Gwener Gwirio,' mae y disgyblion yn cael eu hannog i gymryd cyfrifoldeb dros eu dysgu, gyda chymorth strategaethau AAGD a murlun 'Grisïau'r Goleudy' ym mhob dosbarth.

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.
- Tanysgrifiad 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 chontinwrm clir ar draws yr ysgol.
- Cydlynnydd Digidol i rannu mapio blynyddol Cymhwysedd Digidol gyda'r athrawon er mwyn dangos continwrm 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.

- Mae bron pob disgybl wedi'u paratoi'n dda i ddelio â manteision a pheryglon technoleg a chadw'n ddiogel ar-lein.
- Disgyblion Blwyddyn 2 ac uwch yn mewngofnodi'n annibynnol i Hwb ac yn cymhwyso sgiliau digidol ar draws y cwricwlwm gydag agwedd gadarnhaol a chydweithredu gyda chyfoedion.
- Yr holl athrawon wedi derbyn mynediad i Digital Den ac y mwyafrif yn hyderus wrth greu tasgau sy'n datblygu sgiliau cymhwysedd digidol disgyblion ar draws y Cwricwlwm.
- Mae sgiliau digidol wedi'u mapio i oedran disgyblion, gyda staff yn darparu profiadau diyls ac yn defnyddio clipiau hyfforddi i wella sgiliau. Mae PLF yn monitro DCF a defnyddio Digital Den yn rheolaidd.

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.

- Mae'r awyr agored yn cael ei ddefnyddio fel estyniad o'r ystafell ddosbarth, gyda dysgwyr yn cael mynediad rhwydd i adnoddau a pharthau penodol o ddechrau'r diwrnod.
- Dosbarthiadau'n drefnus gydag ardaloedd wedi'u diffinio ar gyfer grwpiau bach ac ardaloedd sensorïol ar gyfer anghenion dwys, wedi'u cynllunio gyda dysgwyr mewn golwg.
- Pob adnodd sy'n hygyrch i ddisgyblion wedi'i labelu i feithrin annibyniaeth, a mwy o waith disgyblion ar ardangosfeydd i ddangos eu cynnydd a'u creadigrwydd.
- Y Pentref wedi'i ddatblygu yn y coridor ac ardaloedd cyfoethog o adnoddau addysgu i hybu chwilyfrydded ac ymgysylltu dysgwyr ar draws oedrannau.

Blaenoriaeth 4: Darparu cyfleoedd cyson i ddatblygu, ymestyn a chymhwyso sgiliau rhifedd a llythrennedd yn gyson ac yn ystyrlon 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 dealltwriaeth glir
- o ddilyniant sgiliau a gwybodaeth yn y maes.
- Arweinwyr 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 gyd-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

- Cynnydd yn sgiliau rhifedd a llythrennedd disgyblion yn draw gwricwlaidd.
- Cynnydd yn hyder staff i gynllunio gwersi trawgwricwlaidd ar y gam cynnydd priodol i ddysgwyr.
- Addysgu yn hyrwyddo bod dysgu pwrpasol a pherthnasol yn digwydd gan ganiatáu i bob ddisgybl ddysgu a gwneud cynnydd yn rhifedd a llythrennedd.
- Llyfrau Profiadau'r Porth y disgyblion yn llawn o weithgareddau llythrennedd a rhifedd pwrpasol sy'n ymestyn eu dealltwriaeth a'r disgyblion yn gallu trafod yr hyn a addysgwyd.

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

- Strwythur cyfrifoldebau clir wedi'i ddiogelddosrannu i bob aelod o staff ar draws yr ysgol gyda'r rolau wedi eu diffinio yn glir.
- Pob aelod o staff sydd â chyfrifoldeb arwain maes dysgu a phrofiad o fewn yr ysgol yn cyfrannu at osod cyfeiriad strategol clir o fewn eu maes, er mwyn sicrhau datblygiad parhaus ym mhob maes dysgu a phrofiad ar draws yr ysgol.
- Pob arweinydd yn yr ysgol yn defnyddio canfyddiadau hunanwerthuso yn gadarnhaol er mwyn adnabod y cryfderau a'r meysydd ar gyfer gwelliant o fewn eu cyfrifoldeb, a phennu'r ffordd ymlaen yn strategol i sicrhau cynnydd parhaus o fewn eu maes ar draws yr ysgol.



SDP Priorities 2024-2025

Overview of SDP Priorities 2024-2025	This will be the impact...
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 for progression, using effective assessment strategies to ensure that pupils make progress and can discuss their strengths and areas for development. - Teachers and pupils provide valuable feedback and use it effectively to improve work, in line with the school's learning and teaching policies. - Through 'Check-in Friday,' pupils are encouraged to take responsibility for their learning, supported by AFL strategies and the AFL display in each classroom.
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.	- Progress in pupils' numeracy and literacy skills across the curriculum. - Increase in staff confidence to plan cross-curricular lessons at the appropriate progress stage for learners. - Teaching promotes that purposeful and relevant learning takes place allowing all pupils to learn and make progress in numeracy and literacy. - The pupils' Gateway Experiences books are full of purposeful literacy and numeracy activities that extend their understanding and the pupils can discuss what they have been taught.
Priority 5: Strengthening the SLT and developing the role and effectiveness of a school MDaPH 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	- A clear structure of responsibilities distributed to all members of staff across the school with the roles clearly defined. - All members of staff who have the responsibility of leading an area of learning and experience within the school contribute to setting a clear strategic direction within their area, in order to ensure continuous development in all areas of learning and experience across the school. - All leaders in the school use self-evaluation findings positively in order to identify the strengths and areas for improvement within their responsibility, and determine the way forward strategically to ensure continuous progress within their field across the school.



Gwerthusiad o GDY 2023-2024

Trosolwg o flaenoriaethau CDY 2023-2024

Blaenoriaeth 1 : Sicrhau profiadau pwrpasol a heriol yn yr ardal allanol er mwyn dysgu dilyn

- Pob aelod o staff yn deall a mabwysiadu addysgeg o ddatblygu sgiliau disgyblion yn yr ardal allanol;
- Cynnydd hyder staff i gynllunio gweithgareddau yn yr ardal allanol a chydweithio er mwyn elwa o arbenigedd ein gilydd;
- Cynllunio bwriadus yn sicrhau cyfleoedd rheolaidd i ddisgyblion ddatblygu eu sgiliau yn yr ardal allanol - ar dir yr ysgol ac yn yr ardal leol ehangach;
- Gweithgareddau allanol rheolaidd gan bob dosbarth ac ym mhob tywydd er mwyn galluogi pob disgybl i ddatblygu eu sgiliau allanol;
- Dosbarthiadau yn gadael y safle yn rheolaidd er mwyn gwneud gweithgareddau i ddatblygu sgiliau yn yr ardal leol, gan gyfoethogi eu profiadau addysgiadol ac ennyn ymdeimlad o barch a pherthyn i'w cynefin.

Blaenoriaeth 2 :Addasu ein cynllunio i gynnwys gofynion CiG fel bod staff yn cynllunio profiadau dysgu perthnasol sy'n adeiladu'n systematig ac yn gydlynol â gwybodaeth, dealltwriaeth a sgiliau personol disgyblion.

- Mapio'r cwricwlwm yn sicrhau bod ein darpariaeth yn cynnwys pob agwedd ohono.
- Strwythur cynllunio tymor canolig cadarn sy'n sicrhau bod disgyblion yn cael y cyfle i ddatblygu holl ddatganiadau'r cwricwlwm o'r hyn sy'n bwysig, y sgiliau trawsgwricwlaidd a'r pedwar diben trwy weithgareddau sy'n sicrhau cwricwlwm eang a chytbwys;
- Cynllunio tymor byr pwrpasol er mwyn sicrhau lefel her berthnasol a chynnydd cyson i bob disgybl.
- Bydd cydweithio da rhwng athrawon i gyd-gynllunio ar draws y Camau Cynnydd ac er mwyn sicrhau ein bod yn adeiladu ar brofiadau blaenorol dysgwyr ac yn rhannu arbenigedd staff i ddarparu'r profiadau gorau i'n disgyblion a datblygu eu pedagogeg.

Blaenoriaeth 3 :Sicrhau cydymffurfiaeth gyda'r Côd ADY newydd a bod amrywiol anghenion disgyblion yn cael eu hadnabod yn gynnar, gyda gweithredu amserol i sicrhau ymyrraeth briodol er mwyn i bob disgybl fedru gwneud cynnydd yn ôl eu targedau personol.

- y rhan fwyaf o ddisgyblion ag anghenion dysgu ychwanegol yn cael eu hadnabod yn gynnar ym mhob dosbarth, gydag ymyrraeth berthnasol a chefnogaeth unrhyw asiantaethau allanol addas mewn lle ar eu cyfer yn amserol;
- yr ysgol wedi cydymffurfio'n llawn gyda'r Côt ADY Newydd a bod pob aelod o staff yn ymwybodol o'r gofynion ac yn gweithredu'n amserol i ymateb i anghenion unigolion. Bydd cynnydd yn hyder a dealltwriaeth yr holl staff i adnabod ac ymateb i anghenion disgyblion, yn sgil dealltwriaeth lawn ofnion y Côt ADY a system fewnol gadarn i hwyluso'r trefniadau.
- Proffil Un Tudalen pob disgybl yn chwarae rôl bwysig a chysyn yn eu datblygiad yn y dosbarth, a bod cynlluniau penodol ar gyfer datblygu CGU lle bo angen.
- Proffil Un Tudalen+ gan bob disgybl sydd yn ein grwpiau targed er mwyn nodi eu targedau personol a'r hyn sydd angen i bawb wneud er mwyn eu cefnogi i'w cyflawni.
- Asesiadau cyson yn cael eu gwneud o gynnydd pob disgybl sy'n bwydo cynllunio'r athrawon, a meysydd datblygu yn cael eu hadnabod a'u gweithredu amynt yn gyson;
- Datblygiad arbenigedd ymysg y staff er mwyn cynnal ymyrraeth pwrpasol

Blaenoriaeth 4: Darllen – Datblygu sgiliau darllen disgyblion (deall, defnyddio, gwerthuso) drwy gwestiynu pwrpasol a thrafodaethau dyfnach

- Bron bob un o'r disgyblion, ar draws yr ysgol, yn gwneud cynnydd da gyda'u sgiliau darllen ac yn cyflawni'r targedau a osodwyd ar eu cyfer.
- Cynnydd mewn canlyniadau profion mewnol ac allanol wrth gymharu canlyniadau 2022-23 â 2023-24.
- Rhan fwyaf o ddisgyblion yn defnyddio medrau ffonig yn llwyddiannus i ddarganfod ystyr mewn gwahanol destunau erbyn diwedd Pod 2 (Dysgu Sylfaen)
- Rhan fwyaf o ddisgyblion Blwyddyn 6 yn ddarllenwyr hyderus ac annibynnol.
- Bron pob un o'r disgyblion yn adnabod ystod o straeon, caneuon a cherddi cyfarwydd ar gof, gan gyflymu eu datblygiad iaith a gwella eu mwynhad a'u hyder.
- Cynnydd yn ddiddordeb disgyblion mewn llyfrau trwy eu gwneud nhw'n ddarllenwyr llwyddiannus gyda'r gallu i ddefnyddio geirfa addas i drafod llyfrau ac i ddarllen ar gyfer mwynhad.

Cynnydd Gorffennaf 2024

- Hyfforddiant fel rhan o SSD wedi cynyddu hyder mwyafrif o'r staff mewn dysgu awyr agored, ond mae angen rhagor o staff i greu profiadau awyr agored pwrpasol.
- Grantiau, gan gynnwys Grant Loteri o £10,000, wedi gwella'r ardal awyr agored a galluogi gweithgareddau fel tyfu a gwerthu llysiau.
- Mae'r rhan fwyaf o ddisgyblion yn mwynhau profiadau awyr agored ac yn dysgu amgylcheddol, er bod diffyg adnoddau ac ychydig o brofiadau wedi'u cynllunio'n bwrpasol.
- Mae cynllunio'n dechrau datblygu, ond mae angen mwy o gysondeb a goruchwyliaeth oedolion i wneud y gweithgareddau'n fwy effeithiol.

- Mae mwyafrif o'r staff yn cynllunio profiadau dysgu cydlynol sy'n datblygu gwybodaeth, dealltwriaeth a sgiliau disgyblion yn systematig.
- Mae cynnydd sylweddol wedi'i wneud i ddatblygu cwricwlwm sy'n adlewyrchu profiadau dysgu disgyblion yn berthnasol ac yn gydweithredol.
- Mae cynlluniau canolig wedi eu sefydlu er mwyn sicrhau bod cynllunio yn cyflawni gofynion CiG.
- Mae dal angen gweithio ar ddatblygu arweinwyr MDAph i sicrhau bod pawb yn glir o'u rol a chyfrifoldeb wrth ddatblygu CiG.

- Mae'r Proffil Un Tudalen yn hanfodol i adnabod anghenion disgyblion ac integreiddio llais y disgyblion yn y broses gynllunio.
- Mae cyfarfodydd plentyn canolog a chyfathrebu gyda rhieni yn cryfhau'r bartneriaeth rhwng cartref ac ysgol ac yn cefnogi dysgu.
- Mae hyfforddiant ychwanegol i staff, gan gynnwys Team Teach a Ditectifs Meddwl, wedi gwella cefnogaeth i ddisgyblion gydag ADY.
- Mae'r ysgol wedi buddsoddi mewn system tracio ar-lein (Traciwr) i fonitro ymyriadau a chofnodi cynnydd disgyblion yn effeithiol.
- Mae angen parhau i ddatblygu strategaeth tracio a chydweithrediad rhwng CADY a'r Cydlynnydd Ymyrraethau i sicrhau bod cefnogaeth effeithiol i ddisgyblion.

- Mae grwpiau ymyrraeth Tric a Chlic wedi'u sefydlu i gefnogi cynnydd disgyblion yn benodol, ond mae angen eglurhad pellach ar strategaethau profion ac ymyrraeth.
- Mae Profion Cenedlaethol 2024 yn dangos bod cynnydd wedi bod yng nghanlyniadau darllen eleni yn dilyn y ffocws o ddarllen yn y CDY.
- Mae buddsoddiad yn y wefan Darllen Co, ymweliadau a'r llyfrgell a gweithdai rhieni wedi cynyddu hyder a diddordeb disgyblion a rhieni mewn darllen.
- Mae angen system monitro cryfach, adnoddau darllen priodol, a mwy o gyfleoedd i rieni gymryd rhan er mwyn sicrhau cefnogaeth effeithiol a chynnydd yn gallu disgyblion wrth ddarllen.



Evaluation of SDP 2023-2024

Trosolwg o flaenoriaethau CDY 2023-2024	Cynnydd Gorffennaf 2024
Priority 1: Ensure purposeful and challenging experiences in the outdoor area for authentic learning • Every staff member understands and adopts a pedagogy focused on developing pupils' skills in the outdoor area. • Staff confidence grows in planning activities in the outdoor area, collaborating to benefit from each other's expertise. • Intentional planning ensures regular opportunities for pupils to develop their skills outdoors—both on school grounds and in the wider local area. • All classes participate in regular outdoor activities in all weather conditions, enabling each pupil to build their outdoor skills. • Classes leave the school site regularly for skill-building activities in the local area, enriching their educational experiences and fostering a sense of respect and belonging in their community.	• Training as part of CPD has increased the confidence of most staff in outdoor learning, but more staff are needed to create purposeful outdoor experiences. • Grants, including a £10,000 Lottery Grant, have improved the outdoor area and enabled activities such as growing and selling vegetables. • Most pupils enjoy outdoor experiences and environmental learning, although there is a lack of resources and only a few purposefully planned experiences. • Planning is starting to develop, but more consistency and adult supervision are needed to make the activities more effective.
Priority 2: Adapting our planning to include Curriculum for Wales requirements, staff prepare relevant learning experiences that systematically and coherently build pupils' knowledge, understanding, and personal skills. • Mapping the curriculum ensures that our provision covers all aspects of it. • A solid medium-term planning structure ensures that pupils have the opportunity to develop all curriculum statements of what matters, cross-curricular skills, and the four purposes through activities that provide a broad and balanced curriculum. • Purposeful short-term planning is in place to ensure an appropriate level of challenge and consistent progress for every pupil. • Effective collaboration between teachers to co-plan across Progression Steps will ensure we build on learners' previous experiences and share staff expertise to provide the best experiences for our pupils and develop their pedagogy.	• The majority of staff plan coherent learning experiences that systematically develop pupils' knowledge, understanding, and skills. • Progress has been made in developing a curriculum that reflects relevant and collaborative pupil learning experiences. • Medium-term plans have been established to ensure that planning meets Curriculum for Wales requirements. • Work is still needed to develop AoLE leaders to ensure everyone is clear on their role and responsibility in developing the Curriculum for Wales.
Priority 3: Ensuring compliance with the new ALN Code and that pupils' various needs are identified early, with timely action to provide appropriate intervention so that every pupil can progress according to their personal targets. • The majority of pupils with additional learning needs are identified early in all classes, with relevant interventions and any necessary support from external agencies put in place promptly. • The school is fully compliant with the new ALN Code, and all staff are aware of the requirements, responding promptly to individual needs. Staff confidence and understanding in identifying and addressing pupil needs will increase through a full understanding of the ALN Code requirements and a strong internal system to facilitate arrangements. • Each pupil's One-Page Profile plays an important and consistent role in their classroom development, with specific plans in place for developing individual learning plans where needed. • All pupils in targeted groups have a One-Page Profile+ to identify their personal targets and outline the necessary steps for everyone to support them in achieving these. • Regular assessments of each pupil's progress inform teacher planning, with areas for development identified and acted upon consistently. • Development of expertise among staff to deliver purposeful intervention.	• The One-Page Profile is essential for identifying pupils' needs and integrating pupil voice into the planning process. • Pupil centred meetings and communication with parents strengthen the home-school partnership and support learning. • Additional staff training, including Team Teach and Thinking Detectives, has enhanced support for pupils with ALN. • The school has invested in an online tracking system (Traciwr) to effectively monitor interventions and record pupil progress. • Continued development of a tracking strategy and collaboration between the ALNCO and the Intervention Coordinator is needed to ensure effective support for pupils.
Priority 4: Reading – Developing pupils' reading skills (understanding, using, evaluating) through purposeful questioning and deeper discussions. • Nearly all pupils across the school are making good progress in their reading skills and achieving the targets set for them. • Improvement in internal and external test results when comparing 2022-23 outcomes to 2023-24. • Most pupils are successfully using phonetic skills to derive meaning from different texts by the end of Pod 2 (Foundation Learning). • The majority of Year 6 pupils are confident and independent readers. • Almost all pupils can recall a range of familiar stories, songs, and poems, enhancing their language development, enjoyment, and confidence. • Increased pupil interest in books, making them successful readers with the vocabulary to discuss books and read for pleasure.	• Tric a Chlic intervention groups have been established to specifically support pupil progress, but further clarification is needed on testing and intervention strategies. • The 2024 National Tests show improvement in reading results this year following the focus on reading in ALN (Additional Learning Needs). • Investment in the Darllen Co website, library visits, and parent workshops has increased confidence and interest in reading among pupils and parents. • A stronger monitoring system, appropriate reading resources, and more opportunities for parent involvement are needed to ensure effective support and progress in pupils' reading abilities.