

Blaenoriaethau ein CGY 2023-24 Erbyn Gorffennaf 2024, byddwn yn gwybod ein bod wedi llwyddo pan fydd:		Pwy sydd yn arwain?
Blaenoriaeth 1 : Sicrhau profiadau pwrpasol a heriol yn yr ardal allanol er mwyn dysgu dilys - 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; - Gweithgareddau ar draws pob un o'r meysydd dysgu a phrofiad yn cael eu cynnal yn ardal allanol yr ysgol ac yn yr ardal leol; - 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. - Yr ysgol yn rhan ganolog o galon y gymuned, a'r gymuned yn rhan ganolog o weithgarwch yr ysgol.		Elin Zych a Sian Richards Assigned Governor : Angharad Griffin
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. - Mapió'r cwricwlwm yn sicrhau bod ein darpariaeth yn cynnwys pob agwedd ohono. - Holl gynlluniau gwaith yr ysgol yn adlewyrchu a gweithredu gweledigaeth yr ysgol, gyda'r pedwar diben wrth wraidd pob un. - Fformat cynllunio tymor hir clir sy'n caniatáu elfennau o flaengynllunio ar gyfer profiadau ehangach i ddisgyblion; - 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. - Parhau i adolygu ein cwricwlwm sy'n caniatáu i ddisgyblion fod yn ddysgwyr uchelgeisiol, gwybodus ac annibynnol sy'n cymryd cyfrifoldeb am eu dysgu; - 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. - Bydd asesiadau athrawon yn bwydo'r cynllunio er mwyn sicrhau darpariaeth ymatebol i anghenion pob disgybl. - Bydd llais y disgybl yn bwydo'r cynlluniau gwaith er mwyn sicrhau bod y dysgu yn ennyn eu diddordeb a'u hymrwymiad yn eu gwaith. - Bydd cyd-destun y dysgu o ddiddordeb i'r dysgwyr, yn eu sbarduno ac yn ennyn brwdfrydedd yn eu dysgu. - Bydd hanes ein milltir sgwâr yn cael ei adeiladu i fewn i'n cynllunio gan sicrhau bod profiadau pwrpasol sy'n gyrru'r cynllunio.		Angharad Williams Helen Davies Arweinwyr MDaPh Assigned Governor : Nest Griffiths
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 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 Côd 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 ofynion y Côd ADY a system fewnol gadarn i hwyluso'r trefniadau. - Proffil Un Tudalen pob disgybl yn chwarae rôl bwysig a chyson 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. - Pob aelod o staff yn sicrhau bod sgrinio emosiynol ac asesiadau cychwynnol yn rhan annatod o galend'r blwyddyn pob dosbarth, a bod y canlyniadau'n cael eu dadansoddi a'u defnyddio'n ystyrlon i arwain y dysgu, gyda chmau gweithredu mewn lle yn amserol; - 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 arnynt yn gyson; - System dracio clir a phwrpasol i bob cohort, gan gynnwys tracio grwpiau ymyrraeth ar Ganolfan Athrawon. - Cynnydd mewn canlyniadau profion wrth gymharu canlyniadau 2022-23 a 2023-24. - Datblygiad arbenigedd ymysg y staff er mwyn cynnal ymyrraeth pwrpasol - Codiad ymwybyddiaeth ymysg staff am Awtistiaeth / ADHD. - System weithredu glir er mwyn sicrhau staffio i ateb gofynion pob disgybl, a bod cyllid wedi ei benodi a'i neilltuo er mwyn cyflawni hyn;		Elinor Williams a Helen Davies Assigned Governor : Matthew Davies
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.		Lowri Howells a Ceri James Assigned Governor : Nest Griffiths

Our SDP Priorities 2023-24 By July 2024, we will know we have succeeded when:		Who is leading?
Priority 1: Ensuring purposeful and challenging experiences in the external area in order to learn authentically - All members of staff understand and adopt pedagogy of developing pupils' skills in the external area; - Increased staff confidence to plan activities in the external area and work together to benefit from each other's expertise; - Intentional planning ensures regular opportunities for pupils to develop their skills in the external area - on the school grounds and in the wider local area; - Regular external activities by all classes and in all-weather to enable all pupils to develop their external skills; - Activities across all the learning and experience areas are held in the external area of the school and in the local area; - Classes leave the site regularly to do activities to develop skills in the local area, enriching their educational experiences and inspire a sense of respect and belonging to their habitat. - The school is a central part of the heart of the community, and the community is a central part of the school's activity.		Elin Zych a Sian Richards Assigned Governor : Angharad Griffin
Priority 2: Adapt our planning to include the requirements of CiG so that staff plan relevant learning experiences that systematically and coherently build on pupils' knowledge, understanding and personal skills. - Mapping the curriculum ensures that our provision includes all aspects of it. - All the school's work plans reflect and implement the school's vision, with the four purposes at the heart of each one. - A clear long-term planning format that allows elements of forward planning for wider experiences for pupils; - A solid medium-term planning structure that ensures that pupils have the opportunity to develop all the curriculum statements of what is important, the cross-curricular skills and the four purposes through activities that ensure a broad and balanced curriculum; - Purposeful short-term planning to ensure a relevant level of challenge and constant progress for all pupils. - Continue to review our curriculum which allows pupils to be ambitious, informed and independent learners who take responsibility for their learning; - There will be good collaboration between teachers to plan together across the Stages of Progress and to ensure that we build on learners' previous experiences and share staff expertise to provide the best experiences for our pupils and develop their pedagogy. - Teacher assessments will feed the planning to ensure responsive provision to the needs of each pupil. - The pupil's voice will feed the work plans to ensure that the learning arouses their interest and commitment in their work. - The context of the learning will be of interest to the learners, will stimulate them and generate enthusiasm in their learning. - The history of our square mile will be built into our planning ensuring that there are purposeful experiences that drive the planning.		Angharad Williams a Helen Davies Leaders of Area of Learning Assigned Governor : Nest Griffiths
Priority 3: Ensure compliance with the new ALN Code and that various pupils' needs are identified early, with timely action to ensure appropriate intervention so that all pupils can make progress according to their personal targets. - most pupils with additional needs are identified early in each class, with relevant intervention and support from any suitable external agencies in place for them in a timely manner; - the school has fully complied with the New ALN Code and that all members of staff are aware of the requirements and act in a timely manner to respond to the needs of individuals. There will be an increase in the confidence and understanding of all staff to recognize and respond to pupils' needs, due to a full understanding of the requirements of the ALN Code and a solid internal system to facilitate the arrangements. - One Page Profile of each pupil playing an important and constant role in their development in the class, and that there are specific plans for developing CGU where necessary. - A One Page+ Profile from all pupils who are in our target groups to identify their personal targets and what everyone needs to do in order to support them To achieve them. - All members of staff ensure that emotional screening and initial assessments are an integral part of each class's annual calendar, and that the results are analysed and used meaningfully to guide learning, with action steps in place in a timely manner; - Regular assessments are made of each pupil's progress which feeds the teachers' planning, and areas of development are identified and acted on regularly; - A clear and purposeful tracking system for each cohort, including intervention group tracking on the Teachers' Centre. - Increase in test results when comparing 2022-23 and 2023-24 results. - The development of expertise among the staff in order to carry out purposeful intervention - Raising awareness among staff about Autism / ADHD. - A clear operating system to ensure staffing to meet the requirements of each pupil, and that funding has been appointed and set aside in order to achieve this;		Elinor Williams a Helen Davies Assigned Governor : Matthew Davies
Priority 4: Reading - Developing pupils' reading skills (understanding, using, evaluating) through purposeful questioning and deeper discussions - Almost all of the pupils, across the school, make good progress with their reading skills and achieve the targets set for them. - Increase in internal and external test results when comparing 2022-23 results with 2023-24. - Most pupils use phonics skills successfully to discover meaning in different texts by the end of Pod 2 (Foundation Learning) - Most Year 6 pupils are confident and independent readers. - Almost all of the pupils know a range of familiar stories, songs and poems by heart, speeding up their language development and improving their enjoyment and confidence. - Increase pupils' interest in books by making them successful readers with the ability to use suitable vocabulary to discuss books and to read for enjoyment.		Lowri Howells a Ceri James Assigned Governor : Nest Griffiths