

# A guideline on Learning and Teaching Canllaw ar gyfer Addysgu a Dysgu

Mae pob polisi yn cael ei adolygu'n flynyddol mewn Is-Bwyllgor Llywodraethwyr, a wedyn yn cael ei dderbyn gan y Bwrdd Llywodraethol Llawn. Mae Clerc y Llywodraethwyr sef Mrs D de Schoolmeester yn cadw cofnod o'r dyddiadau adolygu.

Every policy is reviewed annually in a Governors' Sub-Committee meeting and then ratified in the Full Governing Body meeting. The Clerk to the Governors, Mrs D de Schoolmeester keeps a record of all reviewing processes and dates.

## **Learning and Teaching Guideline**

We, the staff and pupils of Ysgol Dyffryn Aman, believe that learning should be an experience each individual should enjoy, and we also believe it should be an experience that prepares students for influential lifelong learning. All learners should feel that they are benefiting from learning, and that learning should be a constructive and enjoyable experience that will teach us as staff how to equip pupils with the knowledge, skills, and understanding to make informed decisions and to be confident about the important things in their lives. Our teaching provides language choice for our pupils, making them cultured citizens and also plays an important role in the effort to strengthen the Welsh and English language. We believe that appropriate learning experiences help our pupils to lead a happy and successful life as rounded individuals within Wales, Europe and the modern world in the twenty-first century. The experiences within and beyond the classroom environment will prepare pupils to be ambitious, capable learners; enterprising, creative contributors; healthy confident individuals and ethical informed citizens [Curriculum for Wales 2022]

## **Aims and Objectives**

This guideline is intended to promote consistency and high standards, contributing to achieving the goals of this school. Through special care provided for pupils, we aim to provide an environment of support and maintenance that will trigger our pupils to learn.

By ensuring high quality of teaching, we aim to generate young people:

- who are independent, confident, flexible, and able to collaborate with others
- who take pride in achievement and have the desire and ambition to succeed
- with a high level of literacy and numeracy and inquiring minds who want to learn more every day
- who are enabled with Imagination and creative expression in all media
- who are conscientious young citizens, who respect other values
- effective links between the school, home, and community that promotes high expectations and motivation
- equal opportunities for all

## Effective learning

We recognize that people have different learning styles and we recognize the need to develop strategies that enable students to learn in the style that suits them.

We offer various opportunities and activities that promote learning of our pupils:

- questioning
- exploration and discovery
- discussions, role playing and oral presentations
- group / pair work
- individual / whole class work
- problem solving
- field work / educational visits
- creative activities
- using ICT
- design and creation
- responding to visual literature
- physical activity
- evaluating the learning
- extended work
- differentiation
- self-evaluation
- peer evaluation
- responding actively to feedback through constructive comments and specific targets.
- correct independently

We encourage our students to take responsibility for their learning, often self-evaluate their learning regularly. Peer assessment and reporting are also used as a means of reviewing the main learning goals at the end of a lesson and to assess the level of understanding and progress. Learning is focused on meeting the requirements of all pupils by offering challenge and ensuring progress.

## **Effective teaching**

We recognise in our teaching in Ysgol Dyffryn Aman that motivation and desire for knowledge is needed to promote our children to learn. We put an emphasis on increasing the knowledge, skills, and understanding of our pupils. We use syllabuses and curriculum plans [currently under review for the 2022 curriculum] the National Literacy and Numeracy Framework and DCF along with programmes of study to guide our teaching. These outline goals, objectives and details of what is taught to every school year.

We firmly believe that all teachers must provide the following to our pupils to learn effectively:

- Plan and prepare thoughtful thorough, compelling and innovative and challenging lessons with dedication
- An environment where pupils feel comfortable to take risks regardless of their ability
- Learning objectives that are shared with the pupils, and which the pupils understand
- High expectations, clear and understandable from what the pupils are expected to do and achieve by the end of the lesson
- Opportunity to review and reflect on what has been learned
- Time to think before answering a question
- Open, challenging questioning which makes the children think
- Lessons that develop pupils' understanding by weaving a variety of experiences, skills, and abilities at an appropriate pace
- Broader and diverse activities that feed the mind and open learning
- Differentiated Activities
- Feedback and constructive criticism on the work of the pupil which allows him/her to develop and progress
- Opportunities for pupils to reflect on feedback and response and correction where necessary
- An environment that is a safe, comfortable, stimulating and pleasant for work
- Flexibility to receive original creative ideas
- The desire and enthusiasm to promote the principle of sharing good practice

## **ARG Teaching and Learning / Professional learning**

To share and maintain good practice - the CDP was created in order to strengthen the Teaching and the Learning and ensure high standards in the classroom. We ensure a wide representatives to enable us to cascade the information clearly and powerfully. Some staff were invited based on lesson observations and learning walks ensuring opportunities to share good practice and to support improvement. It is a golden opportunity to share resources, opinions and strategies with the aim of raising standards and striving for excellence. It is key for Ysgol Dyffryn Aman as a Learning Organisation.

## **Displays at Ysgol Dyffryn Aman**

The purpose of each display in the school is to support and encourage pupils' learning. This can happen in several ways:

- Attracting students to learn by creating exhibitions
- Promoting learning / recall / review
- Celebrate success
- State high expectations
- Building confidence, independence, and inclusion
- Support pupil's well being needs

## **AFL**

There are two principles underlying our assessment at this school, whether in oral or writing form:

- 1) a pupil shall know what he/she has achieved
- 2) knowing how to improve

Staff use a red pen to assess the work and the pupil will use a green pen to respond and evaluate.

We as staff recognize the effectiveness of AFL (Formative Assessment) as a vital tool in ensuring effective teaching and learning. It is an integral part of effective planning and key professional skill is based on respect for the individual. It is central to the work and assists teacher and pupil by bringing up a positive relationship between the two. It focuses on how pupils learn and has an emotional impact on the learner in promoting his self- worth. The learner motivation is promoted by providing information to the learner on how to improve his/her work. It encourages self-assessment and ensures the achievement of learning goals and assessment criteria. Undoubtedly, it is a way of recognizing pupil progress.

Ysgol Dyffryn Aman has a specific criteria of evidence expected to be seen within the pupils' books and it is expected that these standards are consistent across all departments. We see these actions as ways to ensure high standards and high quality of work.

- The date and title on each piece of work
- Signature and date showing the teacher has marked
- A copy of the whole school marking policy
- A summary / description of the course - KS3 / GCSE / BTEC
- An understanding of pupil achievement - success criteria levels / grades
  - Highlighters – focusing on clear, focused feedback – Green [areas of strength] Orange areas that need improvement] Yellow box on a specific aspect that may need re drafting or improving.
- Constructive and diagnostic comments and clear targets set
- Pupils' active response to targets
- Evidence of self-assessment where it is suitable and appropriate.
- Evidence of peer assessment where it is suitable and appropriate.
- Extended writing work
- Marking policy
  - Use of keywords / topic specific
- Evidence of pride in the presentation and quality of work
- Organisation of books / files

Assessing the role of Learning (Summative Assessment) are:

- check what was learned
- provide information for those not involved in the daily teaching and learning
- contribute to periodic reports
- gather information for data tracking

**Learning** - a centre of constant focus on processes and pupil learning outcomes, as well as the development of the teaching of staff

## Canllaw - Addysgu a Dysgu

Credwn ni, staff a disgyblion Ysgol Dyffryn Aman, y dylai dysgu fod yn brofiad y mae pob unigolyn yn ei fwynhau, a chredwn y dylai fod yn brofiad dylanwadol sy'n paratoi disgyblion ar gyfer dysgu gydol oes. Dylai pob dysgwr deimlo ei fod yn elwa o ddysgu, a bod dysgu yn brofiad adeiladol a phlesurus. Bydd ein haddysgu ni fel staff, yn arfogi'n disgyblion gyda'r wybodaeth, sgiliau, a'r ddealltwriaeth i wneud penderfyniadau hyddysg a hyderus ynglŷn â'r pethau pwysig yn eu bywydau. Bydd ein haddysgu yn rhoi dewis iaith i'n disgyblion, yn eu gwneud yn ddinasyddion diwylliedig ac yn chwarae rhan bwysig yn yr ymdrech i gryfhau yr iaith Gymraeg a'r Saesneg. Credwn fod profiadau dysgu addas yn cynorthwyo'n disgyblion i ddilyn bywydau hapus a llwyddiannus fel unigolion cyflawn yn y Gymru, Ewrop, a'r byd sydd ohoni yn yr unfed ganrif ar hugain. Fe fydd y profiadau oddi fewn a thu hwnt i'r stafell ddosbarth yn paratoi disgyblion i fod yn ddysgwyr uchel geisiol galluog, yn fentrus a chreadigol, yn unigolion iach ac hyderus ac yn ddinasyddiol ggwyddorol gwybodus [Cwricwlwm i Gymru 2022]

## Nôd ac Amcanion

Bwriad y canllaw hwn yw hyrwyddo cysondeb a safonau uchel, gan gyfrannu at wireddu nodau'r ysgol hon. Trwy'r gofal arbennig am ddisgyblion a ddarperir, anelwn at gynnig amgylchedd o gefnogaeth a chynhaliaeth a fydd yn sbarduno ein disgyblion i ddysgu.

Trwy sicrhau ansawdd uchel o addysgu, anelwn at ennyn:

- Pobl ifanc annibynnol, hyderus, hyblyg, sy'n cydweithredu gydag eraill
- Balchder mewn cyrhaeddiad ac awydd ac uchelgais i lwyddo
- Lefel uchel o lythrennedd a rhifedd a meddyliau ymholgar sydd eisiau dysgu mwy bob dydd
- Dychymyg a mynegiant creadigol aml gyfrwng
- Dinasyddion ifanc cydwybodol, sy'n parchu gwerthoedd eraill
- Cysylltiadau effeithiol rhwng yr ysgol, y cartref, a'r gymuned sy'n hyrwyddo disgwyliadau uchel a chymhelliant
- Cyfle cyfartal i bawb.



## Dysgu effeithiol

Rydym yn cydnabod fod gan bobl arddulliau dysgu gwahanol, a chydabyddwn yr angen i ddatblygu strategaethau sy'n galluogi disgyblion i ddysgu yn yr arddull sy'n addas iddyn nhw.

Rydym yn cynnig gwahanol gyfleoedd a gweithgareddau sy'n hybu dysgu ein disgyblion:

- cwestiynu
- ymchwilio a darganfod
- trafodaethau, chwarae rôl a chyflwyniadau llafar
- gwaith grŵp/pâr
- gwaith unigol/dosbarth cyfan
- datrys problemau
- gwaith maes / ymweliadau addysgiadol
- gweithgareddau creadigol
- defnyddio TGCh
- cynllunio a chreu
- ymateb i lunyddiaeth
- gweithgareddau corfforol
- gwerthuso yr hyn a ddysgwyd
- gwaith ymestynnol
- gwaith gwahaniaethol
- hunan werthuso
- gwerthuso cymheiriaid
- ymateb yn weithredol i adborth yn sylwadau adeiladol a thargedau miniog
- cywiro'n annibynnol

Rydym yn annog ein disgyblion i gymryd cyfrifoldeb dros eu dysgu, gan hunanwerthuso eu dysgu yn gyson. Defnyddir asesu cyfoedion ac adrodd nôl hefyd fel modd o adolygu'r prif nodau dysgu ar ddiwedd gwrs ac er mwyn asesu lefel dealltwriaeth a sicrhau cynnydd. Rhoddir ffocws pendant ar gwrdd â gofynion bob disgybl trwy gynnig her a sicrhau cynnydd.



### Addysgu effeithiol

Cydnabyddwn wrth addysgu yn Ysgol Dyffryn Aman yr angen i hybu cymhelliant ac awydd ein disgyblion i ddysgu. Rhown bwyslais ar gynyddu gwybodaeth, sgiliau, a dealltwriaeth ein disgyblion. Defnyddiwn feysydd llafur a chynlluniau cwricwlaidd [sydd yn cael ei adolygu ar gyfer dibenion 2020], y Fframwaith Lythrennedd, Rhifedd a Digidol Genedlaethol a chynlluniau gwaith i arwain ein haddysgu. Mae'r rhain yn amlinellu nodau, amcanion a manylion yr hyn a addysgir i bob blwyddyn ysgol.

Credwn yn gryf fod yn rhaid i bob athro ddarparu'r canlynol er mwyn i'n disgyblion ddysgu'n effeithiol:

- Cynllunio meddylgar a pharatoi trylwyr, nerthol ac arloesol fydd yn sicrhau her a chynnydd pwrpasol
- Amgylchedd lle mae disgyblion yn teimlo'n gyfforddus i fentro beth bynnag bo'u gallu
- Amcanion dysgu sy'n cael eu rhannu gyda'r disgyblion, a'r disgyblion yn eu deall
- Disgwyliadau uchel, clir a dealladwy o'r hyn y disgwylir i'r disgyblion ei wneud a'i gyflawni erbyn diwedd y wers
- Cyfleoedd i adolygu a myfyrio ar yr hyn a ddysgwyd
- Amser i feddwl cyn ateb cwestiwn
- Cwestiynu agored, heriol, sy'n gwneud i'r disgyblion feddwl
- Gwersi sy'n datblygu dealltwriaeth disgyblion trwy weu amrywiaeth o brofiadau, sgiliau, a medrau ar gyflymdra priodol
- Gweithgareddau ehangach ac amrywiol sy'n bwydo'r dysgu ac yn agor y meddwl
- Gweithgareddau gwahaniaethol
- Adborth a beirniadaeth adeiladol ar waith y disgybl sy'n ei alluogi i ddatblygu a symud ymlaen
- Cyfleoedd i ddisgyblion fyfyrion ar adborth ac ymateb a chywiro lle bo angen
- Ystafell sy'n amgylchedd ddiogel, gysurus, symbylus a dymunol ar gyfer gwaith
- Hyblygrwydd i dderbyn syniadau creadigol gwreiddiol
- Yr awydd a'r brwdfrydedd i hybu'r egwyddor o rannu arfer dda

## **GYG/ARG Dysgu ac Addysgu / Dysgu proffesiynol**

Er mwyn rhannu a chynnal arfer dda – creuwyd y GYG Dysgu ac Addysgu er mwyn atgyfnethu a sicrhau safonau uchel yn yr ystafell ddosbarth. Sicrhawyd fod cynrychiolaeth eang er mwyn gallu rhaeadru'r wybodaeth yn ôl yn glir a nerthol. Gwahoddwyd rhai aelodau ar sail arsylwadau gwersi a theithiau dysgu gan sicrhau cyfleoedd I rhannu arfer dda a chefnogi gwelliant. Mae'n gyfle euraidd i rannu adnoddau, barn a strategaethau gyda'r prif nôd o godi safonau ac anelu at ragoriaeth. Mae'n elfen allweddol I Ysgol Dyffryn Aman fel sefydliad sy'n dysgu.

## **Arddangosfeydd Ysgol Dyffryn Aman**

Pwrpas pob arddangosfa yn yr ysgol yw i gefnogi ac annog dysgu'r disgyblion. Gall hyn ddigwydd mewn sawl ffordd:

- Denu'r disgyblion i ddysgu trwy greu arddangosfeydd:
- Hybu dysgu / galw i gof / adolygu:
- Dathlu llwyddiant:
- Datgan disgwyliadau uchel:
- Yn magu hyder, annibyniaeth, a chynhwysiant:
- Yn cefnogi'r disgyblion yn nhermau anghenion lles:

## **Asesu ar gyfer Dysgu**

Mae dwy egwyddor wrth wraidd ein hasesu yn yr ysgol hon, boed ar lafar, neu'n ysgrifenedig:

1)Caiff disgybl wybod beth a gyflawnwyd ganddo

2)Caiff wybod sut mae gwella

Defnyddia'r staff feiro coch er mwyn asesu'r gwaith a defnyddia'r disgybl feiro gwyrdd er mwyn ymateb a gwerthuso'r gwaith.

Cydnabyddwn fel staff mor effeithiol yw Asesu ar gyfer Dysgu (Asesu Ffurfiannol) fel arf hanfodol wrth sicrhau dysgu ac addysgu effeithiol. Mae'n rhan integrol o gynllunio effeithiol ac yn sgil broffesiynol allweddol wedi ei seilio ar barch at yr unigolyn. Mae'n ganolog i waith dosbarth ac yn cynorthwyo'r athro a'r disgybl gan fagu perthynas bositif rhwng y ddau. Mae'n ffocysu ar sut mae disgyblion yn dysgu ac yn effeithio'n emosiynol ar y dysgwr wrth hybu ei hunan werth. Hybir cymhelliant y dysgwr gan rhoi gwybodaeth i'r dysgwr ynglŷn â sut i wella'i waith. Mae'n annog hunanasesu ac yn sicrhau y cyflawnir nodau'r dysgu a'r meini prawf asesu. Heb os, mae'n fodd o adnabod cynnydd disgybl.

Mae gan Ysgol Dyffryn Aman feini prawf penodol o'r dystiolaeth a ddisgwylir eu gweld o fewn llyfrau'r disgyblion a disgwylir fod y safonau hyn yn gyson ar draws bob adran. Gwelwn y camau yma fel ffyrdd o sicrhau safonau uchel a gwaith o ansawdd uchel.

- Dyddiad a theitl ar bob darn o waith
- Llofnod athro a dyddiad ar y gwaith wedi marcio
- Copi o bolisi marcio ysgol gyfan
- Crynodeb / disgrifiad o'r cwrs – CA3/TGAU/BTEC
- Dealltwriaeth disgyblion o gyrhaeddiad – meini prawf llwyddiant lefelau /graddau
- Uwcholeuo sy'n gosod ffocws ar gyfer adborth effeithiol – Gwyrdd [ardaloedd o gryfder yn y gwaith] Oren [ardaloedd lle mae angen gwelliant] Blwch melyn ar elfen benodol sydd angen ail ddrafftio a gwelliant.
- Sylwadau adeiladol a diagnostig a thargedau clir wedi eu gosod
- Ymateb gweithredol disgyblion i dargedau a roddwyd
- Tystiolaeth o hunan asesu lle bo hynny'n addas a phwrpasol
- Tystiolaeth o asesu cymheiriaid lle bo hynny'n addas a phwrpasol
- Gwaith ysgrifennu estynedig
- Cofnod cywiro sillafu
- Geiriau allweddol/pwnc penodol
- Balchder amlwg mewn safon cyflwyniad gwaith
- Trefnusrwydd y llyfrau/ffeiliau

Rôl Asesu'r Dysgu (Asesu Crynodol) yw:

- Gwirio'r hyn a ddysgwyd
- Rhoi gwybodaeth i'r rheini nad ydynt ynghlwm â'r dysgu ac addysgu bob dydd
- Cyfrannu at adroddiadau cyfnodol
- Casglu gwybodaeth ar gyfer tracio.

*Dysgu – canolfan o ffocws cyson ar brosesau a deilliannau dysgu y disgyblion, yn ogystal â datblygiad ac addysgu staff.*