Sesiwn 4

Session 4

Polisïau addysgol presennol yng Nghymru

Current educational policies in Wales

'If we teach today as we taught yesterday, we rob our children of tomorrow.'

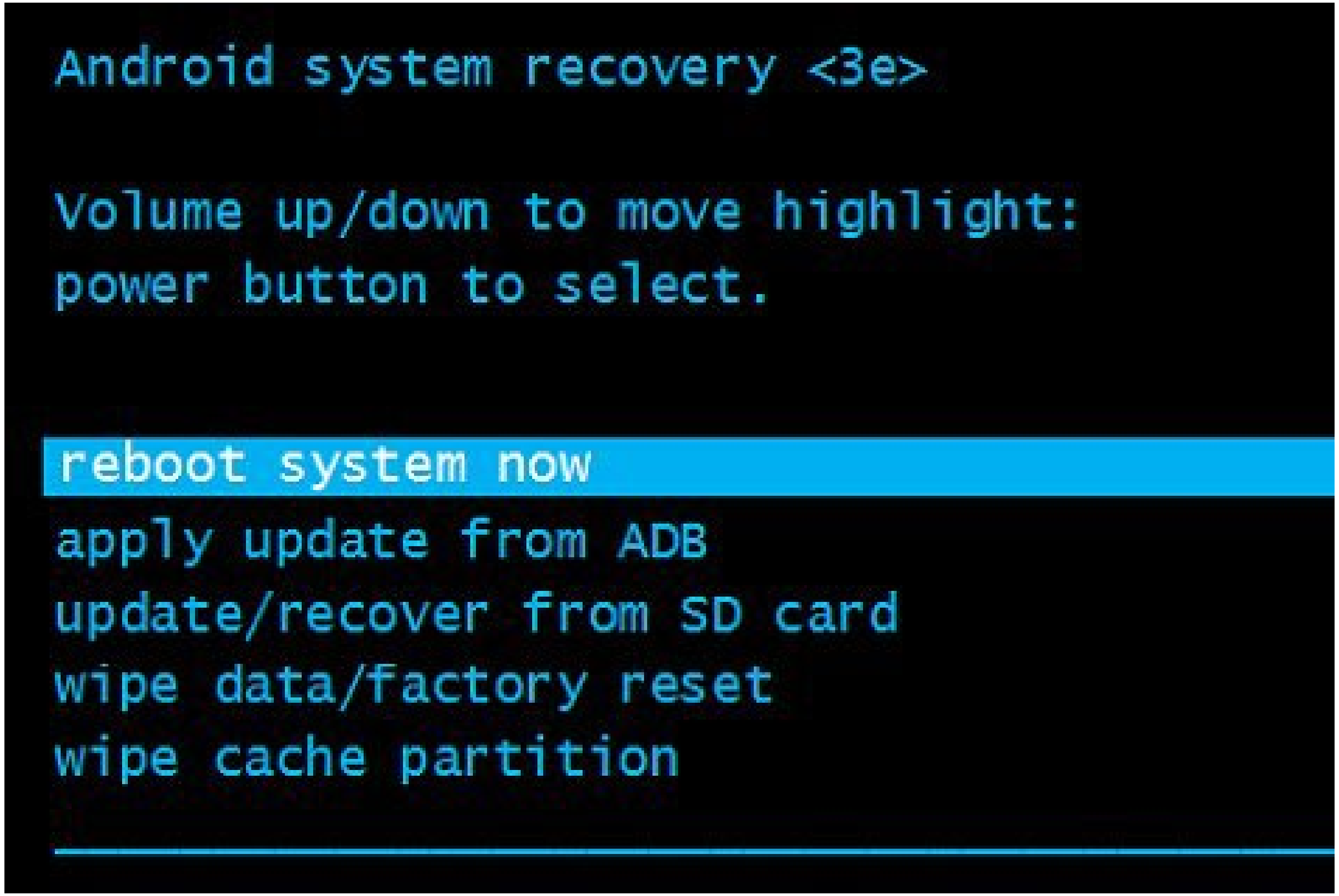
Dewey, J. (p.167, 1944)

Sut mae polisi yn effeithio ar arfer?

How does policy impact on practice?

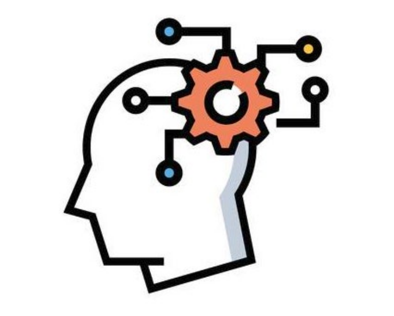
	Educational Policies in Wales			**Social Justice**			**The learner's community**	
			Educational Policies in Wales	Social Justice	The learner's community			
	Sociological factors		Sociological factors	**Where am I teaching?**	International Perspectives		**International Perspectives**	
			Wales: Bilingual and Diverse Nation	Wider perspectives on education	School improvement and SDPs			
	Wales: Bilingual and Diverse Nation			**Wider perspectives on education**			**School improvement and SDPs**	

	Polisiau addysg yng Nghymru			**Cyfianwnwder cymeithasol**			**Cymuned y Dysgwyr**	
			Polisiau addysg yng Nghymru	Cyfianwnwder cymeithasol	Cymuned y Dysgwyr–			
	Ffactorau cymdeithasegol		Ffactorau cymdeithasegol	**Ble ydw i'n addysgu?**	Perspectif Rhyngwladol		**Perspectif Rhyngwladol**	
			Cymru: Cenedl ddwyieithog ac o amrywiaeth	Perspectif ehangach ar addysg yng Nghymru	CDY/Ysgol Datblgu'r Cynllun			
	Cymru: Cenedl ddwyieithog ac o amrywiaeth			**Perspectif ehangach ar addysg yng Nghymru**			**CDY/Ysgol Datblgu'r Cynllun**	



Mae Cymru yn diwygio ei systemau i gyd...

Wales is undertaking a whole-system reform...



Diwygio'r system cyfan…
Whole-system reform…

Dysgu proffesiynol	Professional learning
ADY	ALN
Safonau proffesiynol	Professional standards
Atebolrwydd	Accountability
Asesu	Assessment
Cwricwlwm	Curriculum
Arweinyddiaeth	Leadership
Cymwysterau	Qualifications
Cymraeg	Welsh

Diwygio'r system cyfan...

Whole-system reform...

Dysgu proffesiynol	Professional learning	Written Statement: New arrangements to ensure high quality professional learning for all education practitioners in Wales (14 September 2023) | GOV.WALES
ADY	ALN	Implementing major education reforms (senedd.wales)
Safonau proffesiynol	Professional standards	
Atebolrwydd	Accountability	▶ Education Reform in Wales – Minister Jeremy Miles Answers Your Questions | Spreaker ▶ Diwygio Addysg Cymru- mae'r Gweinidog, Jeremy Miles yn ateb eich cwestiynau. | Spreaker
Asesu	Assessment	▶ Education Reform in Wales – Minister Jeremy Miles Answers Your Questions | Spreaker ▶ Diwygio Addysg Cymru- mae'r Gweinidog, Jeremy Miles yn ateb eich cwestiynau. | Spreaker
Cwricwlwm	Curriculum	Implementing major education reforms (senedd.wales)
Arweinyddiaeth	Leadership	
Cymwysterau	Qualifications	English strategic-priorities-2022-27.pdf (qualifications.wales) / Cymraeg blaenoriaethau-strategol-2022-27.pdf (cymwysterau.cymru)
Cymraeg	Welsh	Welsh in Education Strategic Plans | GOV.WALES

Addysg yng Ngymru: Cenhadaeth ein Cenedl

‘Rydym wedi ymrwymo i lwyddiant a lles pob dysgwr, waeth beth fo’i gefndir neu ei amgylchiadau personol. Mae tegwch a rhagoriaeth yn mynd law yn llaw ac ni allwn gael un ar draul y llall. Ni ddylai daearyddiaeth, amddifadedd na phrofiadau plentyndod atal dysgwyr rhag gwireddu eu potensial. Bydd ein dysgwyr yn gydnerth, yn ddychmygus, yn dosturiol ac yn uchelgeisiol – byddant yn anelu’n uchel ac yn cyflawni eu nodau’.

(Kirsty Williams, 2017)

‘Mae ein system addysg gyhoeddus a theg yn destun balchder a hyder cenedlaethol. Rydym yn gwrthod camau i ddethol unigolion a diystyru lleoedd a phobl. Ond rydym yn gwybod hefyd bod gormod o amrywiaeth rhwng ysgolion a rhwng ardaloedd daearyddol. Mae hon yn her i ni i gyd ac yn un y byddwn yn mynd i’r afael â hi gyda’n gilydd’.

(Jeremy Miles, 2023)

Education in Wales: Our National Mission

'We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand and we cannot have one at the expense of the other. Geography, deprivation or childhood experiences should not prevent learners from reaching their potential. Our learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals'.

(Kirsty Williams, 2017)

'Our public and equitable education system is a source of national pride and confidence. We reject selection and writing off places and people. But we also know that there is too much variation between schools and between geographical areas. This is a collective challenge and one we will tackle as a shared endeavour'.

(Jeremy Miles, 2023)

Pam nawr...?

So why now...?

Mae’r byd wedi newid…

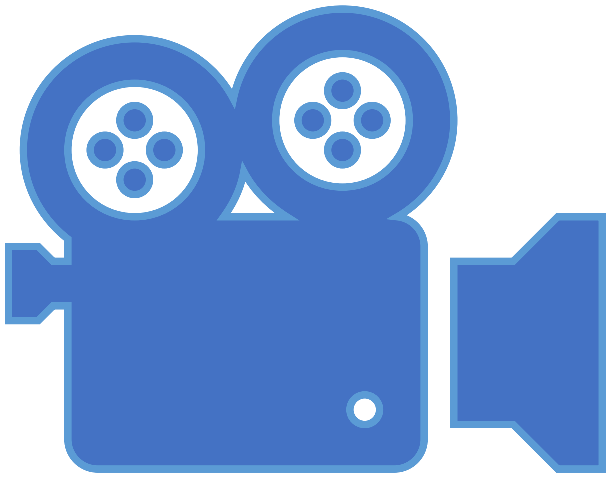
The world has changed…

Ein siaradwr gwadd …
Our guest speaker…

Gareth Evans

Director: Education Policy

Cyfarwyddwr: Polisi Addysg



Sut mae polisi yn effeithio ar arfer?

How does policy impact on practice?

Awaiting Gareth’s updated version – link to be inserted

PISA a thangyflawni…

PISA and underachievement …

Senedd Cymru
Welsh Parliament

Busnes y Senedd

Ymchwil y Senedd
Senedd Research

Pynciau | Gwaith Craffu Ariannol | Cyfnewid Gwybodaeth

Ymchwil y Senedd > Erthyglau Ymchwil > Sut wnaeth Cymru berfformio yn PISA 2022?

Sut wnaeth Cymru berfformio yn PISA 2022?

Cyhoeddwyd 05/12/2023 | Amser darllen 9 munudau

Senedd Cymru
Welsh Parliament

Senedd Business

Ymchwil y Senedd
Senedd Research

Topics | Financial Scrutiny | Knowledge Exchange

Senedd Research > Research Articles > How did Wales perform in PISA 2022?

How did Wales perform in PISA 2022?

Published 05/12/2023 | Reading Time 8 minutes

PISA – Cymru / Wales

	2006	2009	2012	2015	2018	2022
Mathematics	484	472	468	478	487	466
Reading	481	476	480	477	483	466
Science	505	496	491	485	488	473

Table 1

Table 1: Wales' mean scores in PISA over time

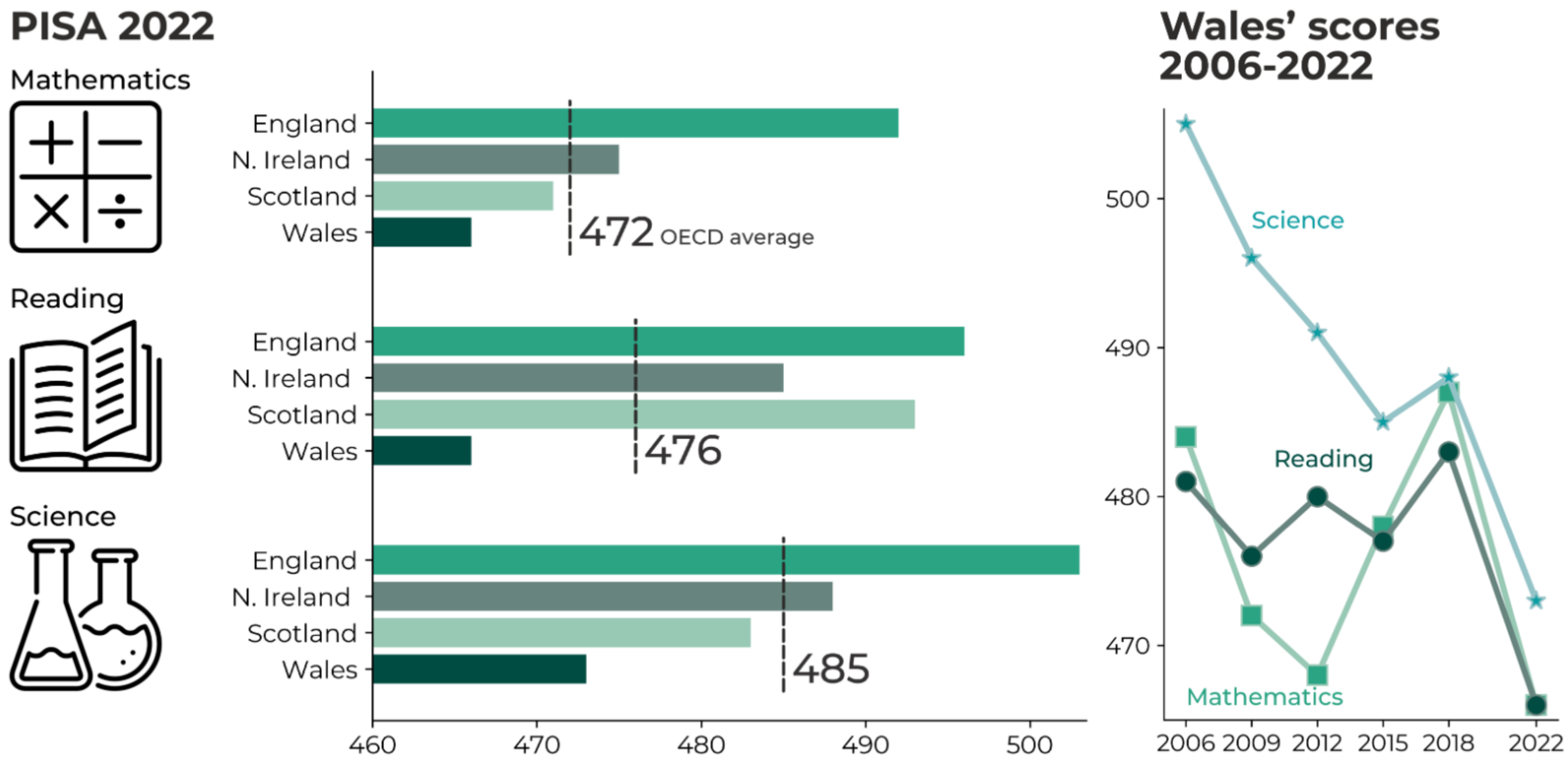
Source: Welsh Government, PISA national reports (several editions)

PISA – Cymru / Wales

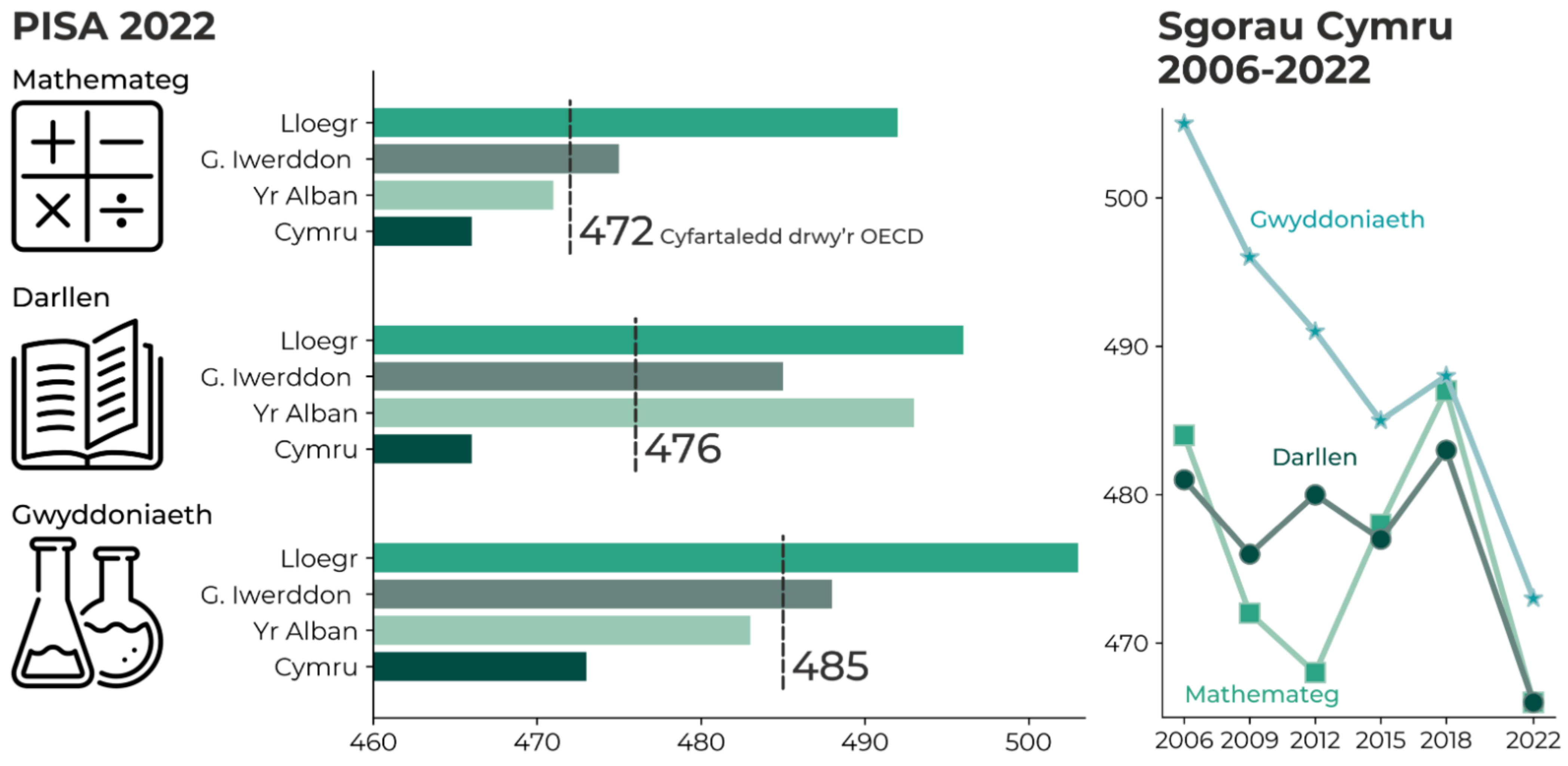
	2006	2009	2012	2015	2018	2022
Mathemateg	484	472	468	478	487	466
Darllen	481	476	480	477	483	466
Gwyddoniaeth	505	496	491	485	488	473

Tabl 1: Sgoriau cymedrig Cymru yn PISA dros amser

Ffynhonnell: Llywodraeth Cymru, Adroddiadau PISA cenedlaethol, (fersiynau sawl blwyddyn)



*Source: Welsh Government, **PISA national reports** (several editions)*



*Ffynhonnell: Llywodraeth Cymru, **[Adroddiadau PISA cenedlaethol](#)**, (fersiynau sawl blwyddyn)*

Llywodraeth Cymru
Welsh Government

PISA 2022: Adroddiad Cenedlaethol Cymru

Adroddiad ymchwil

Rhagfyr 2023

Jenni Ingram, Jamie Stiff, Stuart Cadwallader, Gabriel Lee a Heather Kayton: Prifysgol Rhydychen

Dadansoddi ar gyfer Polisi
YMCHWIL GYMDEITHASOL Y LLYWODRAETH
GSR
GOVERNMENT SOCIAL RESEARCH
Analysis for Policy

Llywodraeth Cymru
Welsh Government

PISA 2022: National Report for Wales

Research report

December 2023

Jenni Ingram, Jamie Stiff, Stuart Cadwallader, Gabriel Lee & Heather Kayton: University of Oxford

Dadansoddi ar gyfer Polisi
YMCHWIL GYMDEITHASOL Y LLYWODRAETH
GSR
GOVERNMENT SOCIAL RESEARCH
Analysis for Policy

1.5 Organisation of this report

The rest of this report is divided into 8 main chapters. Chapters 2 to 6 focus on Wales' performance in PISA mathematics, reading and science. Each chapter generally includes information on the distribution of learners' test scores by learner and school characteristics, and an overview of how Wales' performance has changed over time in relation to other participating education systems. As mathematics was the focus of PISA 2022, a detailed comparison of performance across content and cognitive domains will be presented for mathematics in Chapter 3.

Chapter 7 provides details of learners' responses on the PISA background questionnaire, with an emphasis upon how they view mathematics. It also investigates learners' wellbeing and their aspirations, taking into consideration how these have changed over time, and how they compare to other parts of the world. The chapter also provides details on how learner wellbeing and aspirations relate to performance in mathematics, reading and science.

Chapter 8 is about the school environment. The chapter focuses on the views of headteachers as reported in the PISA school questionnaire. This includes measures of school management, policies, resources, staff inclusiveness and access to digital devices. This chapter ends by exploring school-level variation in mathematics performance across Wales.

Chapter 9 focuses on the similarities and differences in outcomes between the 4 nations of the United Kingdom. This includes how test scores vary across the UK, and whether gender and socioeconomic gaps are bigger in some nations of the UK than others.

Ingram J., Stiff J., Cadwallader S., Lee G. & Kayton H. (December 2023:29) PISA 2022: National Report for Wales Research report. Oxford University

1.5 Trefn yr adroddiad hwn

Mae gweddill yr adroddiad hwn wedi'i rannu'n wyth prif bennod. Mae Penodau 2 i 6 yn canolbwyntio ar berfformiad Cymru mewn mathemateg, darllen a gwyddoniaeth. Mae pob pennod yn gyffredinol yn cynnwys gwybodaeth am ddosbarthiad sgorau profion dysgwyr yn ôl nodweddion dysgwyr ac ysgolion, a throsolwg o sut mae perfformiad Cymru wedi newid dros amser mewn perthynas â'r systemau addysg eraill a gymerodd ran. Gan mai mathemateg oedd ffocws PISA 2022, cyflwynir cymhariaeth fanwl o berfformiad ar draws y meysydd cynnwys a'r meysydd gwybyddol ar gyfer mathemateg ym Mhennod 3.

Mae Pennod 7 yn rhoi manylion am ymatebion dysgwyr ar holiadur cefndir PISA, gyda phwyslais ar eu barn ar fathemateg. Mae hefyd yn ymchwilio i lesiant dysgwyr a'u dyheadau, gan ystyried sut y maent wedi newid dros amser, a sut maent yn cymharu â rhannau eraill o'r byd. Mae'r bennod hefyd yn rhoi manylion o ran sut mae llesiant a dyheadau dysgwyr yn gysylltiedig â'u perfformiad mewn mathemateg, darllen a gwyddoniaeth.

Mae Pennod 8 yn ymwneud ag amgylchedd yr ysgol. Mae'r bennod yn canolbwyntio ar safbwyntiau penaethiaid fel y'u nodwyd yn holiadur i ysgolion PISA. Mae hyn yn cynnwys ystyried rheolaeth yr ysgol, polisïau, adnoddau, cynwysoldeb staff a mynediad at ddyfeisiau digidol. Mae'r bennod hon yn cloi drwy ystyried amrywiadau ar lefel ysgolion o ran perfformiad mathemateg ledled Cymru.

Mae Pennod 9 yn canolbwyntio ar y nodweddion tebyg a'r gwahaniaethau yng nghanlyniadau pedair gwlad y Deyrnas Unedig. Mae hyn yn cynnwys sut mae sgorau profion yn amrywio ledled y DU, ac a yw'r bylchau rhwng y rhywiau a'r bylchau economaidd-gymdeithasol yn fwy mewn rhai o wledydd y DU nag eraill.

- *There was a 76 score point difference in mathematics between the most disadvantaged group of learners and the least disadvantaged group of learners in Wales. In reading this difference was 65 score points and in science it was 81 score points.*
- *On average learners in Wales who were eligible for free school meals scored significantly lower in mathematics, reading and science than learners who were not eligible.*
- *A learner is classified as being academically resilient if they are relatively disadvantaged in terms of their socioeconomic background (they are in the bottom quarter of the ESCS Index in the country of assessment) but perform in the top quarter of learners in that country. In Wales 13% of learners were academically resilient in mathematics, 17% were academically resilient in reading and 14% were academically resilient in science. On average across OECD countries 10% of learners were academically resilient in mathematics while 11% were academically resilient in reading and science.*

Ingram J., Stiff J., Cadwallader S., Lee G. & Kayton H. (December 2023:82) PISA 2022: National Report for Wales Research report. Oxford University

- Roedd gwahaniaeth o 76 o bwyntiau sgôr mewn mathemateg rhwng y grŵp mwyaf difreintiedig o ddysgwyr a'r grŵp lleiaf difreintiedig o ddysgwyr yng Nghymru. Mewn darllen, y gwahaniaeth oedd 65 o bwyntiau sgôr ac mewn gwyddoniaeth, y gwahaniaeth oedd 81 o bwyntiau sgôr.
- *Ar gyfartaledd, sgoriodd dysgwyr yng Nghymru a oedd yn gymwys ar gyfer prydau ysgol am ddim yn sylweddol is mewn mathemateg, darllen a gwyddoniaeth na dysgwyr nad oeddent yn gymwys.*
- *Ystyrir bod dysgwr yn wydn yn academaidd os bydd yn wynebu rhywfaint o anfantais o ran ei gefndir economaidd-gymdeithasol (yn chwarter gwaelod Mynegai ESCS y wlad lle cynhelir yr asesiad) ond bod ei berfformiad ymhlith chwarter uchaf dysgwyr y wlad honno. Yng Nghymru, roedd 13% o ddysgwyr yn wydn yn academaidd mewn mathemateg, roedd 17% yn wydn yn academaidd mewn darllen ac roedd 14% yn wydn yn academaidd mewn gwyddoniaeth. Ar gyfartaledd ar draws gwledydd yr OECD, roedd 10% o ddysgwyr yn wydn yn academaidd mewn mathemateg ac roedd 11% yn wydn yn academaidd mewn darllen a gwyddoniaeth.*

Ingram J., Stiff J., Cadwallader S., Lee G. & Kayton H. (Rhagfyr 2023:89) PISA 2022: Adroddiad Cenedlaethol Cymru Adroddiad ymchwil: Prifysgol Rhydychen

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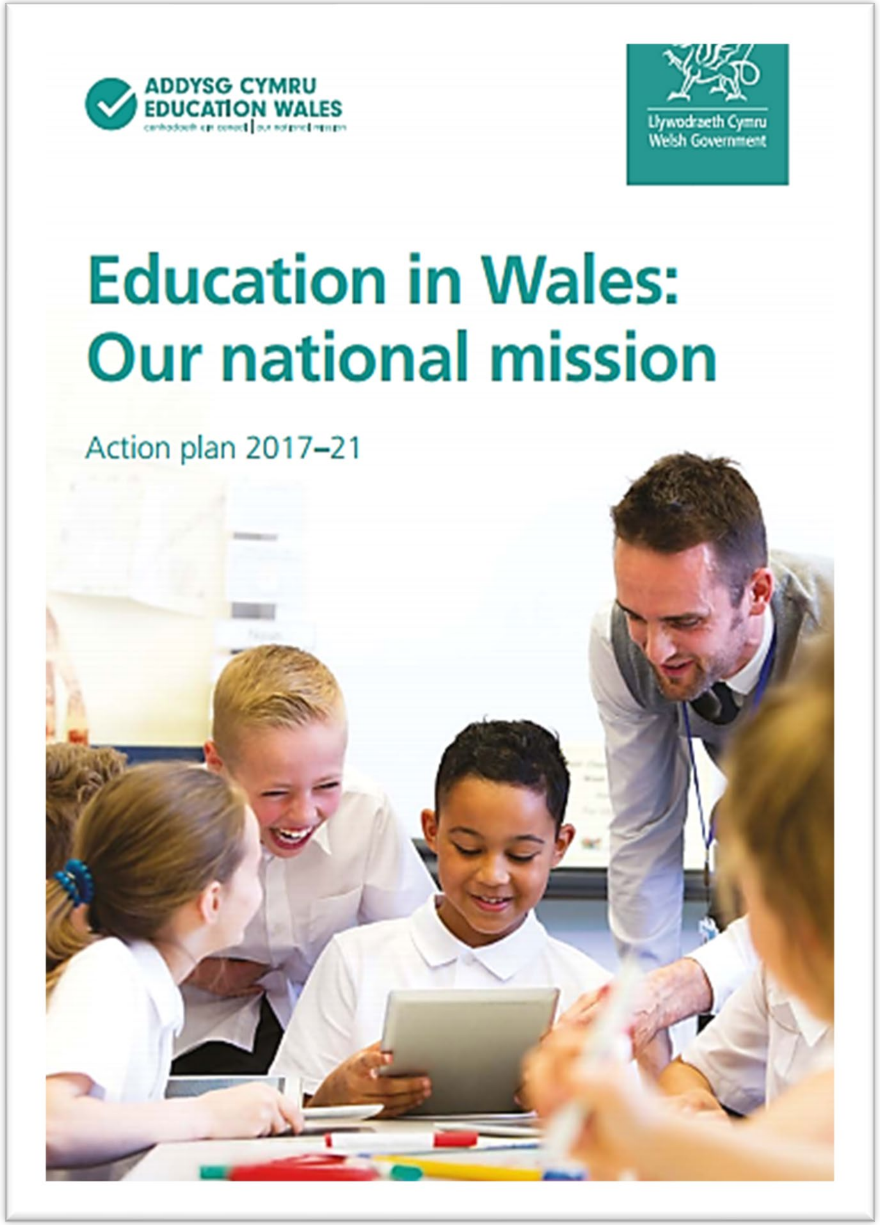
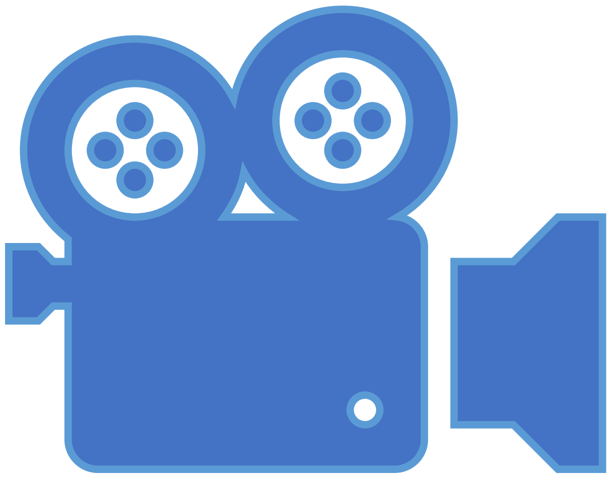
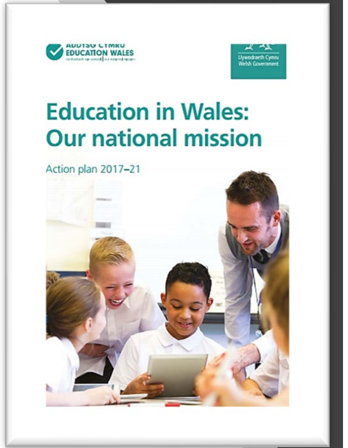
EDUCATION WALES
Addysg yng Nghymru:
Cenhadaeth ein cenedl


ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission
Llywodraeth Cymru
Welsh Government
Education in Wales:
Our national mission
Action plan 2017–21

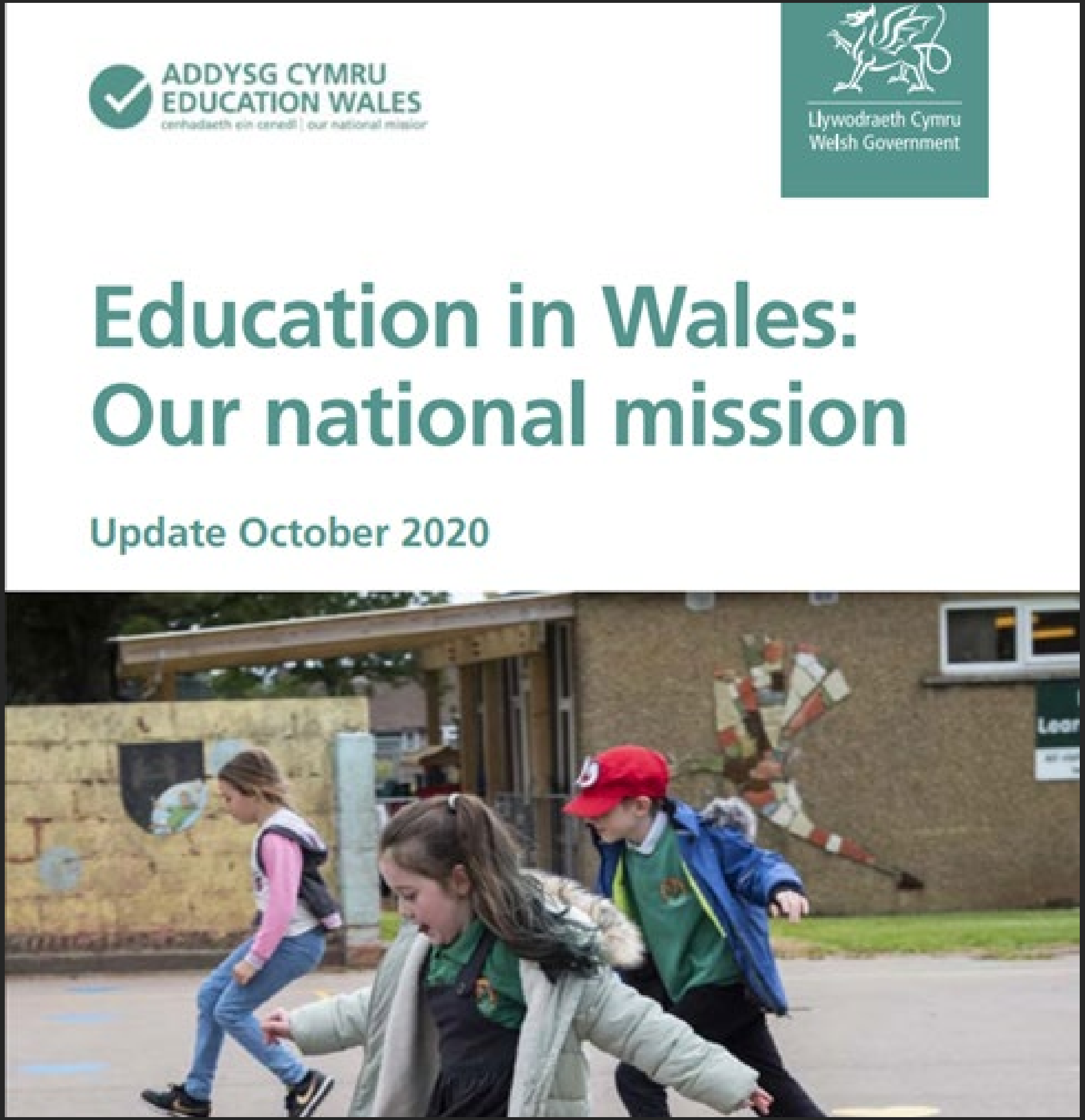




https://uwtsd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=f8fb0423-53b0-4b1a-9d20-accd00b98096

https://uwtsd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=5d2dadcd-56a6-4471-aed9-accd00d280e8

"Our National Mission" summary video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Education in Wales: Our national mission

Update October 2020

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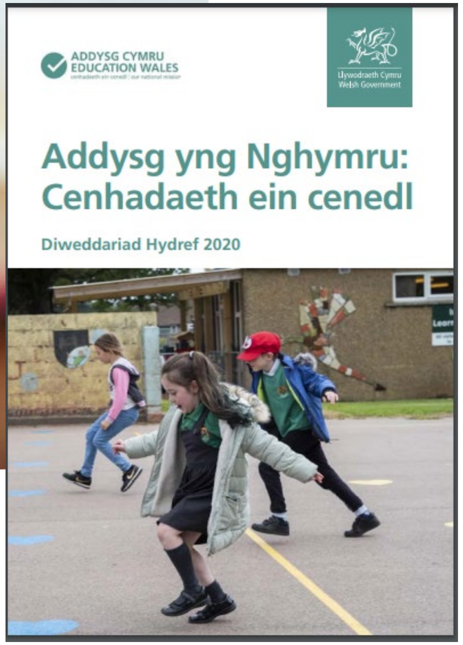
Welsh Government

Addysg yng Nghymru: Cenhadaeth ein cenedl

Diweddariad Hydref 2020

Tasg Ymchwil



Beth sydd eisoes wedi'i wneud?
Beth sydd angen ei wneud?
Pa gefnogaeth sydd ar gael i ysgolion?

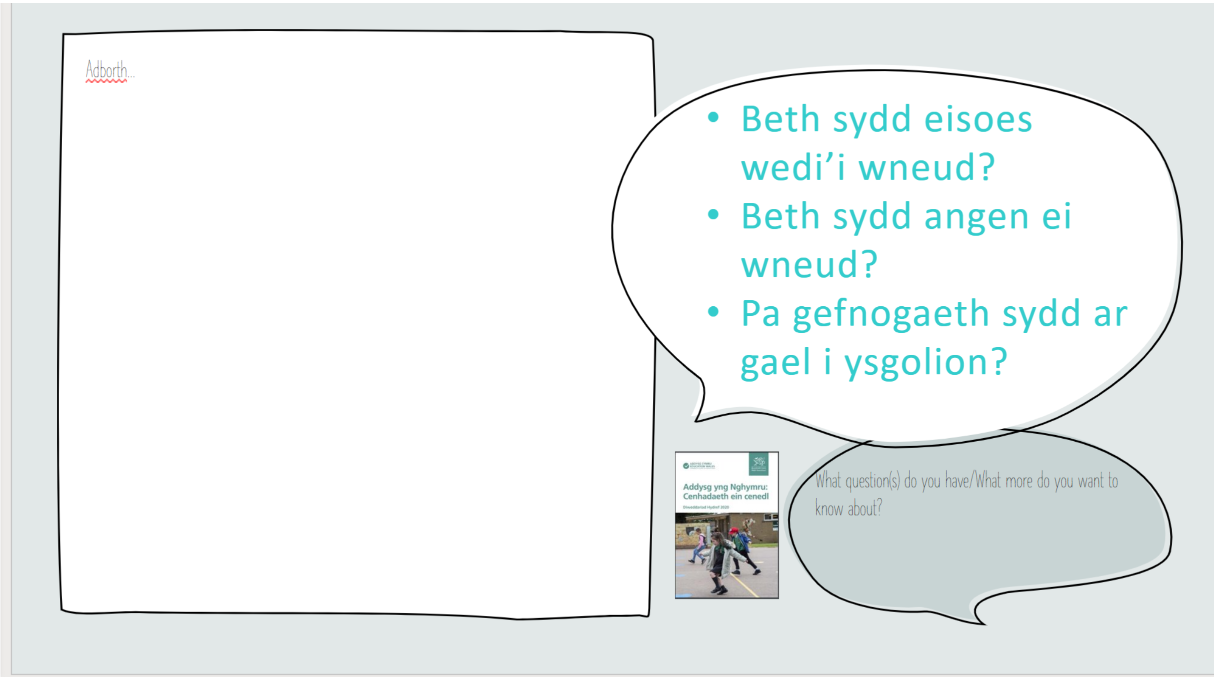
[addysg-yng-nghymru-cenhadaeth-ein-cenedl-diweddariad-hydref-2020.pdf (llyw.cymru)]

Research Task

What has already been achieved?
What needs to be done?
What support is there for schools?

education-in-Wales-our-national-mission-update-october-2020.pdf (gov.wales)

Adborth/Feedback



Tasg 2

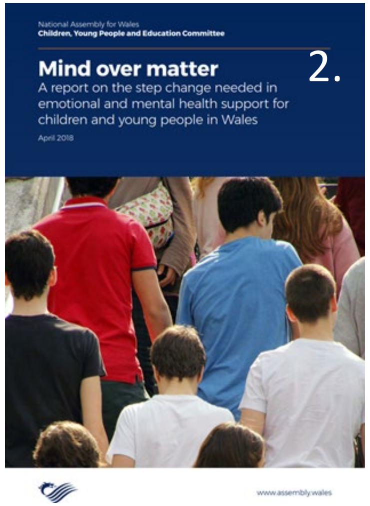
[Cenhadaeth ein cenedl | LLYW.CYMRU]

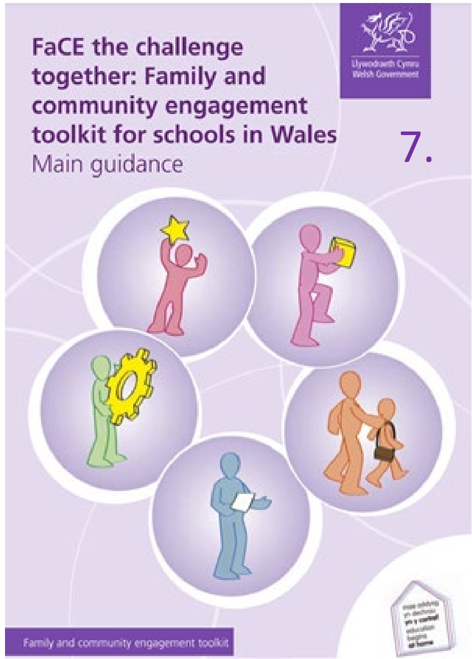
Task 2

[Our national mission | GOV.WALES]

Rhai o’r prif flaenoriaethau a mentrau cyfoes

Some of the main contemporary priorities and initiatives





LINK TO DOCUMENTS

Welsh Medium Links -

Cadernid Meddwl - https://senedd.wales/laid%20documents/cr-ld13568/cr-ld13568-w.pdf

Deddf Llesiant y dyfodol - https://www.futuregenerations.wales/wp-content/uploads/2017/01/wfg-essentials-guide-cy.pdf

Ailysgrifennu'r dyfodol - https://www.llyw.cymru/sites/default/files/publications/2018-03/ailysgrifennu’r-dyfodol-codi-uchelgais-a-chyrhaeddiad-yn-ysgolion-cymru.pdf

Gwrthsafiad a pharch - https://www.llyw.cymru/sites/default/files/publications/2018-03/gwrthsafiad-a-pharch-datblygu-cydlyniant-cymunedol.pdf

Cynlluniau Strategol y Gymraeg - https://www.llyw.cymru/sites/default/files/publications/2021-02/canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf

Wynebu'r her gyda'n gilydd - https://www.llyw.cymru/sites/default/files/publications/2018-12/wynebu-r-her-gyda-n-gilydd-ygath-pecyn-cymorth-ymgysylltu-a-r-gymuned-a-theuluoedd-i-ysgolion-yng-nghymru-prif-ganllawiau.pdf

Ble ydw i'n addysgu?/Where am I teaching? - Wakelet

- English medium links
- Mind over matter two years on - https://senedd.wales/laid%20documents/cr-ld13568/cr-ld13568-e.pdf
- Wellbeing of future gens - https://www.futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf
- Rewriting the future - https://www.gov.wales/sites/default/files/publications/2018-03/rewriting-the-future-raising-ambition-and-attainment-in-welsh-schools.pdf
- Respect and resilience - https://www.gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf
- Welsh language strategies - https://www.gov.wales/sites/default/files/publications/2021-02/guidance-welsh-in-education-strategic-plan.pd
- FACE toolkit - https://www.gov.wales/sites/default/files/publications/2018-12/face-the-challenge-together-family-and-community-engagement-toolkit-for-schools-in-wales-main-guidance.pdf
- Ble ydw i'n addysgu?/Where am I teaching? - Wakelet

wakelet

WM

https://wakelet.com/wake/ok1OfMDUrJ55G-VbPQBnY

wakelet

EM

https://wakelet.com/wake/0O-AFwkQgjaRNlm_Fp13E

Pa Safonau SAC?

Beth ydych chi'n meddwl fydd effaith yr hyn rydych wedi'i ddysgu heddiw arnoch chi fel athro?

Arweinyddiaeth	
Cymryd cyfrifoldeb personol	Mae'r darpar athro'n arddangos agweddau ac ymddygiadau proffesiynol, gan ddatblygu cydberthnasau cadarnhaol gyda dysgwyr, rhieni/gofalwyr a chydweithwyr, sy'n dangos ymrwymiad personol i'r egwyddorion sylfaenol, sef tegwch a gwneud y mwyaf o botensial pob dysgwr.
Arfer cyfrifoldeb corfforaethol	Mae'r darpar athro'n ymwybodol o'i gyfrifoldebau contractiol, bugeiliol, iechyd a diogelwch, cyfreithiol a phroffesiynol, ac mae'n eu deall.
Cefnogi rolau arweinyddol ffurfiol	Mae'r athro'n arddangos dealltwriaeth o natur cyfrifoldebau o fewn ac ar draws timau ac o gyfraniadau unigolion tuag at ethos yr ysgol a gwireddu gweledigaeth yr ysgol yn llwyddiannus.

Which QTS Standards?

What do you think the impact of what you have learnt today will have on you as a teacher?

Leadership	
Taking responsibility for self	The student-teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
Exercising corporate responsibility	Contractual, pastoral, legal and professional responsibilities are known and understood by the student-teacher.
Supporting formal leadership roles	The student-teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.