

PONTIO 2  
Cwrdd

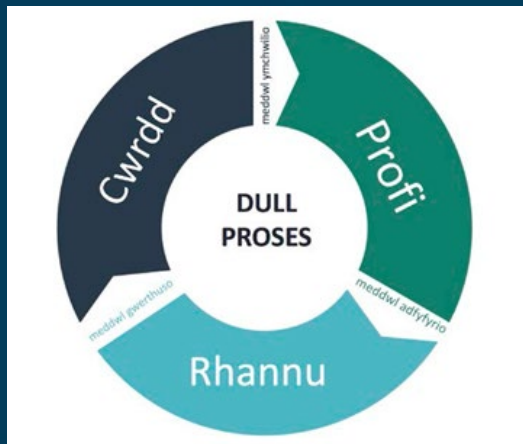
10/01/24

BRIDGING 2  
Meet



Prifysgol Cymru  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

**Yr Athrofa**  
Institute of Education  
Addysg i Gymru Education for Wales



[www.athrofa.cymru](http://www.athrofa.cymru)



- Cynllun Datblygu'r Ysgol (CDY)
- The School Development Plan (SDP)



# Gwella Ysgolion/School Improvement



## Amcanion/Aims



- Datblygu dealltwriaeth ddadansoddol a beirniadol myfyrwyr o'r **gwella ysgolion**
- Datblygu dealltwriaeth myfyrwyr o **gynllunio strategol** mewn ysgolion.
- To develop students' analytical and critical understanding of **school improvement**.
- To develop students' understanding of **strategic planning** in schools



## **CWRDD: Dydd Mercher 10 Ionawr 2024**

Drwy edrych ar faes ffocws penodol y mae eich Ysgol Arweiniol yn bwriadu ei wella, dylech gael dealltwriaeth o sut mae eich Ysgol Arweiniol:

- yn nodi pwyntiau gweithredu ar gyfer ei CDY,
- yn gweithredu'r camau gweithredu, ac
- yn mesur effaith y camau gweithredu.



## **MEET: Wednesday 10<sup>th</sup> January 2024**

By looking at a specific focus area that your Lead School is looking to improve, you should gain an understanding of how your Lead School:

- identifies action points for its SDP,
- implements the actions, and
- measures the impact of the actions.

# Atgof: Eich tasg

- Tra byddwch chi ar leoliad bydd angen i chi drefnu cyfarfod gyda pwy bynnag sydd yn gyfrifol am Gynllun Datblygu'r Ysgol A/NEU gynllun gwella eich adran.
- Dylech chi drefnu hwn trwy eich Uwch Fentor
- Os yw'n bosibl, ceisiwch gael copi o'r cynllun
- Dysgwch beth yw proses yr ysgol o hunan arfarnu, adnabod targedau, datblygu strategaethau a gwerthuso effaith
- Dysgwch os a sut mae'r ysgol yn gweithio gyda'r model YSD (SLO)
- Dewiswch un agwedd yr hoffech archwilio ymhellach ar gyfer eich aseiniad a threfnwch gyfarfodydd ychwanegol i greu tystiolaeth a gwybodaeth bellach yn ôl yr angen.
- Cwblhewch y tabl yn eich dogfen STEER (hunanarfarnu, dadansoddi data, rhanddeiliaid, cynllunio strategol a mesur effaith).

Adolygu

Profi  
Test

# Reminder: Your task

- At your placement school, you need to arrange a meeting with whomever is in charge of your school's school improvement plan AND/OR your departmental improvement plan.
- This should be arranged through your school's senior mentor
- If possible, get a copy of the plan
- Find out what process the school goes through to self-evaluate, identify targets, develop strategies and evaluate impact
- Find out if and how the school is working with the SLO model
- Identify one aspect that you would like to explore for your assignment and arrange additional meetings to generate further evidence and information as necessary.
- Complete the table in your STEER document (self-evaluation, data analysis, stakeholders, strategic planning and measuring impact).

Activity 10

Profi Test

Profi Test

What to look for  
on placement  
Part 2/ Beth i  
chwilio amdano  
ar leoliad Rhan 2

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ECAD 6009/C & 7003/C

Where am I teaching?

Ble ydw i'n addysgu?

## WHAT TO LOOK FOR ON PLACEMENT

### Part 2: SDP

## BETH I CHWILIO AMDANO AR LEOLIAD

### Rhan 2: GDY

## ASSIGNMENT COMPONENT 2 (written)

### ASEINIAD ELFEN 2 (ysgrifenedig)

#### Placement Checklist/Rhestr wirio tra ar leoliad:

|    | Task/Tasg                                                                                                                                                                                                                                                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Ask your Senior Mentor to arrange a meeting with whomever is in charge of your school's improvement plan.<br><br>Gofynnwch i'ch Uwch Fentor drefnu cyfarfod gyda'r person/pobl sy'n gyfrifol am gynllun datblygu'r ysgol.                                                                                                                     |
| 2. | Request a copy of the plan if possible.<br><br>Gofynnwch a yw'n bosib cael copi o'r cynllun.                                                                                                                                                                                                                                                  |
| 3. | Find out what process the school goes through to self-evaluate, identify targets, develop strategies and evaluate impact.<br><br>Ffeindiwch mas am y broses mae'r ysgol yn ei defnyddio i hunan-werthuso, adnabod targedau, datblygu strategaethau a gwerthuso effaith.                                                                       |
| 4. | Find out if and how the school is working with the Schools as a Learning Organisation (SLO) model.<br><br>Ffeindiwch mas os yw'r ysgol yn gweithio gyda model Ysgolion fel Sefydliadau sy'n Dysgu, a sut mae'n gwneud hynny.                                                                                                                  |
| 5. | Identify one aspect that you would like to explore for your assignment and arrange additional meetings to generate further evidence and information as necessary.<br><br>Dewiswch un agwedd yr hoffech archwilio ymhellach ar gyfer eich aseiniad, a threfnwch gyfarfodydd ychwanegol i greu tystiolaeth a gwybodaeth bellach yn ôl yr angen. |

## SHARE: 24th January 2024



- Your presentation should discuss your findings and reflections from this bridging experience
- Remember to include a degree of criticality by making links to any research, reading, or theory you have encountered.

## RHANNU: 24 Ionawr 2024



Dylai eich cyflwyniad drafod eich canfyddiadau a'ch adfyfyrdodau ar y profiad pontio hwn

Cofiwch gynnwys rhywfaint o feirniadiaeth drwy wneud cysylltiadau ag unrhyw ymchwil, darllen neu ddamcaniaeth rydych chi wedi dod ar ei thraws.

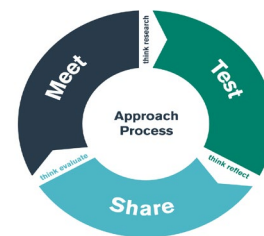
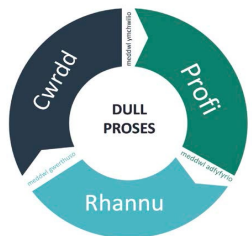
| Amser                     | Gweithgaredd                                                                                                                                                                                                                                                                                                                                                 | Staff                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 08.30                     | Cyrraedd, cofrestru, cyflwyniadau                                                                                                                                                                                                                                                                                                                            | Arweinydd Rhwydwaith                     |
| 08:45 – 09:00             | Amlinellu'r diwrnodau Cwrdd, Profi, Rhannu                                                                                                                                                                                                                                                                                                                   | Arweinydd Rhwydwaith a Thiwtor Cwricwlwm |
| 09.00 – 09:10             | Beth yw rhai o'r prif flaenoriaethau a mentrau cyfoes sy'n gyrru gwella ysgolion?                                                                                                                                                                                                                                                                            | Arweinydd Rhwydwaith a Thiwtor Cwricwlwm |
| 09.10 – 09:30             | Gwella ysgolion ac Damcaniaeth hunanwerthuso                                                                                                                                                                                                                                                                                                                 | Thiwtor Cwricwlwm                        |
| 09:30 – 09:50             | <a href="#">Ymgysylltu â rhanddeiliaid</a> Mae gwybodaeth am sut mae ymgysylltu â dysgwyr, staff ysgolion a chymuned ehangach yr ysgol yn cefnogi gwelliant.                                                                                                                                                                                                 | Thiwtor Cwricwlwm                        |
| 09.50 – 10:20             | Tasg Taith + tasg senario targed Cynllun Datblygu Ysgol. <a href="#">Cynllunio gwelliant a'i roi ar waith</a> Canllawiau ar gynllunio a gwella, sy'n cyd-fynd â'r canllawiau anstatudol newydd ar wella ysgolion                                                                                                                                             | Arweinydd Rhwydwaith a Thiwtor Cwricwlwm |
| 10:20 – 10:35             | Egwyl                                                                                                                                                                                                                                                                                                                                                        |                                          |
| 10.35am (1 hr to 1.5 hrs) | Enghraifft o broses Hunanwerthuso Ysgol Arweiniol a datblygu pwynt gweithredu dewisol o Gynllun Datblygu Ysgol/Cynllun Datblygu Adran · Ysgol Arweiniol yn amlinellu'r broses hunanwerthuso yn eu cyd-destun nhw. · Rhannu blaenoriaethau'r ysgol · Canolbwyntio ar un enghraifft o un pwynt gweithredu ar eu CDY (gan ddilyn y penawdau uchod fel canllaw). | Arweinydd Rhwydwaith                     |
| 11:35 – 12:00             | Disgwyliadau RHANNU dydd                                                                                                                                                                                                                                                                                                                                     | Tiwtor Cwricwlwm                         |
| 12:00-12:15               | Tasg Chwalu Acronymau                                                                                                                                                                                                                                                                                                                                        | Arweinydd Rhwydwaith a Thiwtor Cwricwlwm |
| 12:15-12:30               | Cofnod Tystiolaeth Ymholi Darpar Athrawon (STEER) & Cwestiynau                                                                                                                                                                                                                                                                                               | Tiwtor Cwricwlwm                         |

| Time                      | Activity                                                                                                                                                                                                                                                                                                                     | Staff                           |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 08.30                     | Arrival, registration, introductions                                                                                                                                                                                                                                                                                         | Network Lead                    |
| 08:45 – 09:00             | Outlining the Meet, Test, Share days                                                                                                                                                                                                                                                                                         | Network Lead & Curriculum Tutor |
| 09.00 – 09:10             | Beth yw rhai o'r prif flaenoriaethau a mentrau cyfoes sy'n gyrru gwella ysgolion?. What are some of the main contemporary priorities and initiatives driving school improvement?                                                                                                                                             | Network Lead & Curriculum Tutor |
| 09.10 – 09:30             | School Improvement and self-evaluation theory                                                                                                                                                                                                                                                                                | Curriculum Tutor                |
| 09:30 – 09:50             | <a href="#">Engaging with stakeholders</a> Information on how engaging with learners, school staff and wider school community supports improvement.                                                                                                                                                                          | Curriculum Tutor                |
| 09.50 – 10:20             | Journey task + SDP target scenario task.<br><a href="#">Planning and implementing improvement</a> Guidance on planning and improvement, aligned to the new non-statutory guidance on school improvement.                                                                                                                     | Network Lead & Curriculum Tutor |
| 10:20 – 10:35             | Break                                                                                                                                                                                                                                                                                                                        |                                 |
| 10.35am (1 hr to 1.5 hrs) | Example of a Lead School self-evaluation process and development of a chosen action point from an SDP/DDP. Lead School gives an outline of the self-evaluation process in their context. · Shares the school's priorities · Focuses on one example of one action point on its SDP (following the headings above as a guide). | Network Lead                    |
| 11:45 – 12:00             | Share Day expectations                                                                                                                                                                                                                                                                                                       | Curriculum Tutor                |
| 12:00- 12:15              | Acronymn Buster Task                                                                                                                                                                                                                                                                                                         | Network Lead & Curriculum Tutor |
| 12:15- 12:30              | Student Teacher Enquiry Evidence Record (STEER) & Questions                                                                                                                                                                                                                                                                  | Curriculum Tutor                |





# GWNEUD CYSYLLTIADAU RHWNG... MAKING LINKS BETWEEN...





# School Improvement

Suggested school development/improvement literature



Llywodraeth Cymru  
Welsh Government

llyw.cymru

Canllawiau gwella ysgolion: asesiad  
o'r effaith



Llywodraeth Cymru  
Welsh Government

gov.wales

School improvement guidance:  
impact assessment

## School Development Plans



School development plans

www.cymru.gov.uk

PDF

school-development-plans

## Cynlluniau Datblygu Ysgolion



Cynlluniau datblygu ysgolion

www.cymru.gov.uk

PDF

cynlluniau-datblygu-ysgolion

Dwyieithog/ Bilingual  
Follow link to website.  
The national resource:  
evaluation and  
improvement

Hwb®

hwb.gov.wales

The national resource: evaluation  
and improvement - Hwb

A resource to support schools  
with self evaluation and  
improvement

School improvement  
guidance: framework for  
evaluation, improvement  
and accountability  
(Welsh Government).  
Guidance that has  
replaced the previous  
School Development  
Plans document)

Hwb®

hwb.gov.wales

School improvement guidance:  
framework for evaluation,  
improvement and accountability -

Canllawiau gwella  
ysgolion: fframwaith ar  
gyfer gwerthuso, gwella  
ac atebolrwydd  
(Llywodraeth Cymru)

Hwb®

hwb.gov.wales

Canllawiau gwella ysgolion:  
fframwaith ar gyfer gwerthuso,  
gwella ac atebolrwydd - Hwb



# Education in Wales: Our national mission

Action plan 2017–21



# Addysg yng Nghymru: Cenhadaeth ein cenedl

Cynllun gweithredu 2017–21



ADDYSG CYMRU  
EDUCATION WALES  
cenhadaeth ein cenedl / our national mission



## Education in Wales: Our national mission

Update October 2020



ADDYSG CYMRU  
EDUCATION WALES  
cenhadaeth ein cenedl / our national mission



## Addysg yng Nghymru: Cenhadaeth ein cenedl

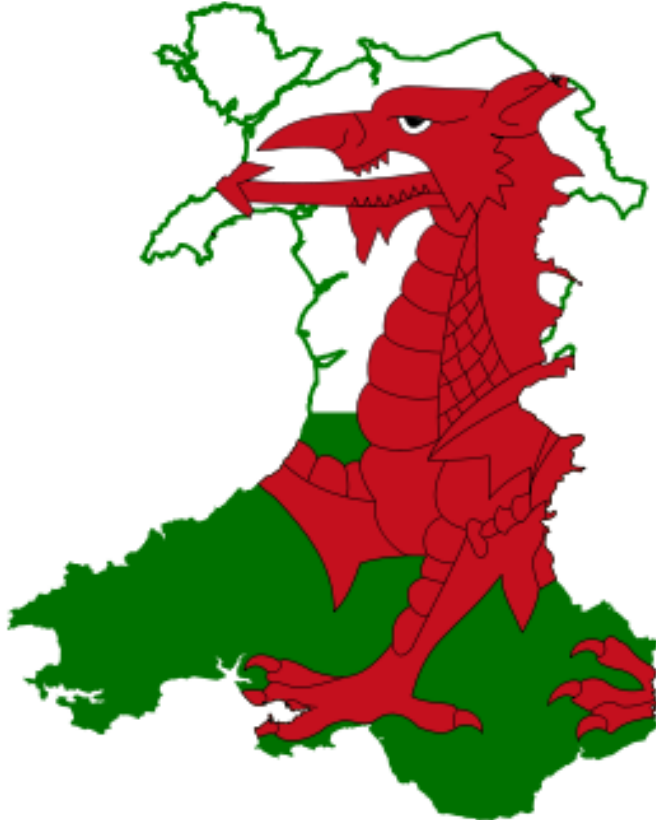
Diweddariad Hydref 2020



Beth yw rhai o'r prif flaenoriaethau a mentrau cyfoes sy'n gyrru gwella ysgolion?. What are some of the main contemporary priorities and initiatives driving school improvement?

[Ble ydw i'n addysgu/Where am I teaching? – Wakelet](#)  
[Ble ydw i'n addysgu?/Where am I teaching? - Wakelet](#)

# Curriculum for Wales: the context for improvement



In order to self-evaluate and improve, schools need to understand what is expected of them more widely and to have an understanding of what success would look like across the breadth of their work.

For example, the introduction of the Curriculum for Wales contributes to our goals as a nation as set out in the [Well-being of Future Generations \(Wales\) Act 2015](#), and supports the Welsh Government's well-being objectives.

The Curriculum for Wales also supports another of the Act's overarching goals, namely 'A Wales of vibrant culture and thriving Welsh language' [Cymraeg 2050: A million Welsh speakers](#).

Similarly, the Curriculum for Wales is designed to enable the progress of all learners, and particularly disadvantaged and vulnerable learners, aligning closely with the ['Additional Learning Needs and Education Tribunal \(Wales\) Act 2018'](#).

# Cwricwlwm i Gymru: y cyd-destun ar gyfer gwella



Er mwyn hunanwerthuso a gwella, mae angen i ysgolion ddeall yr hyn a ddisgwylir ganddynt yn ehangach a deall sut beth fyddai llwyddiant ar draws eu holl waith.

Er enghraifft, bydd cyflwyno'r Cwricwlwm i Gymru yn cyfrannu at ein nodau fel cenedl fel y'u nodir yn '[Deddf Llesiant Cenedlaethau'r Dyfodol \(Cymru\) 2015](#)' ac yn cefnogi amcanion [lles Llywodraeth Cymru](#)..

Mae'r Cwricwlwm i Gymru hefyd yn cefnogi un arall o nodau cyffredinol y Ddeddf, sef 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu'. '[Cymraeg 2050: Miliwn o siaradwyr Cymraeg](#)' yw ein strategaeth ar gyfer cyflawni'r uchelgais hwn.

Yn yr un modd, mae'r Cwricwlwm i Gymru wedi'i gynllunio i sicrhau bod cynnydd pob dysgwr, ac yn benodol ddysgwyr difreintiedig ac agored i niwed, yn cyd-fynd yn agos â [Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg \(Cymru\) 2018](#).

# Gwella Ysgolion

Diben cyffredinol gwella ysgolion yw helpu ysgolion i roi'r profiadau a'r deilliannau dysgu gorau posibl i ddysgwyr, beth bynnag fo'u cefndir neu eu hamgylchiadau, er mwyn sicrhau safonau ac uchelgeisiau uchel i bawb.

*Canllawiau gwella ysgolion: fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd (Llywodraeth Cymru)*



The overarching purpose of **school improvement** is to help schools give learners the best possible learning experiences and outcomes, whatever their background or circumstance, in order to achieve high standards and aspirations for all.

*School improvement guidance: framework for evaluation, improvement and accountability (Welsh Government)*

# School Improvement

Ffigur 1: Cylch llunio cynllun datblygu ysgol

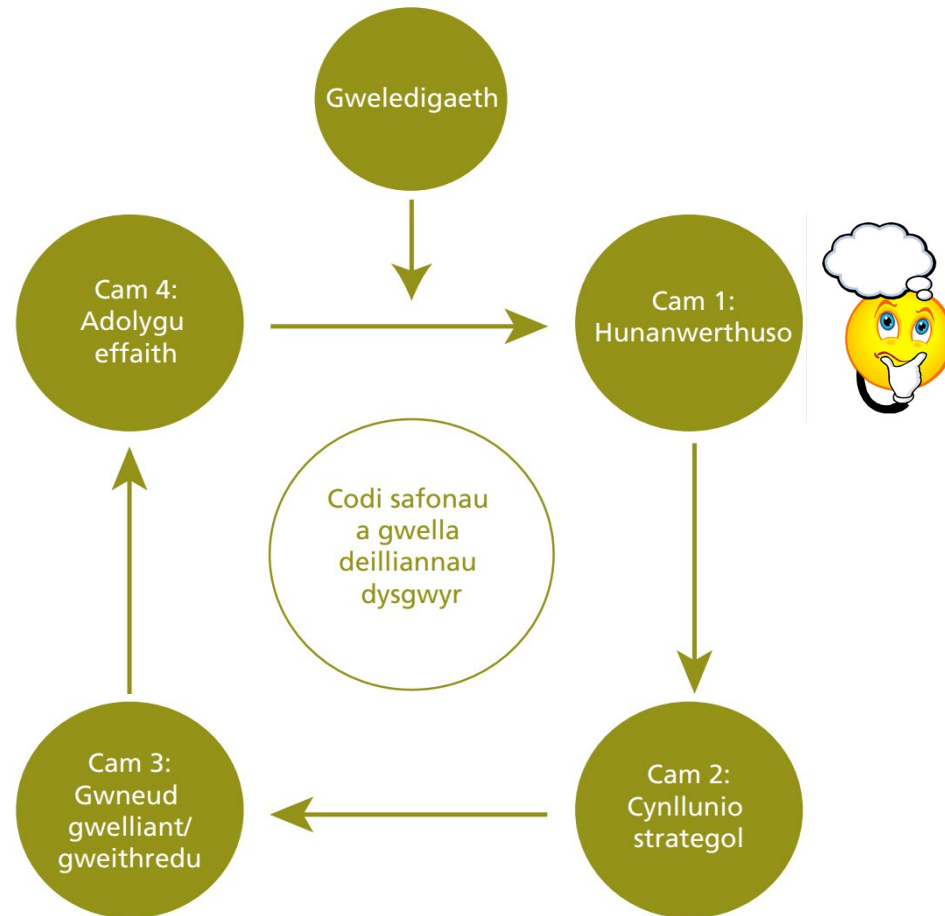
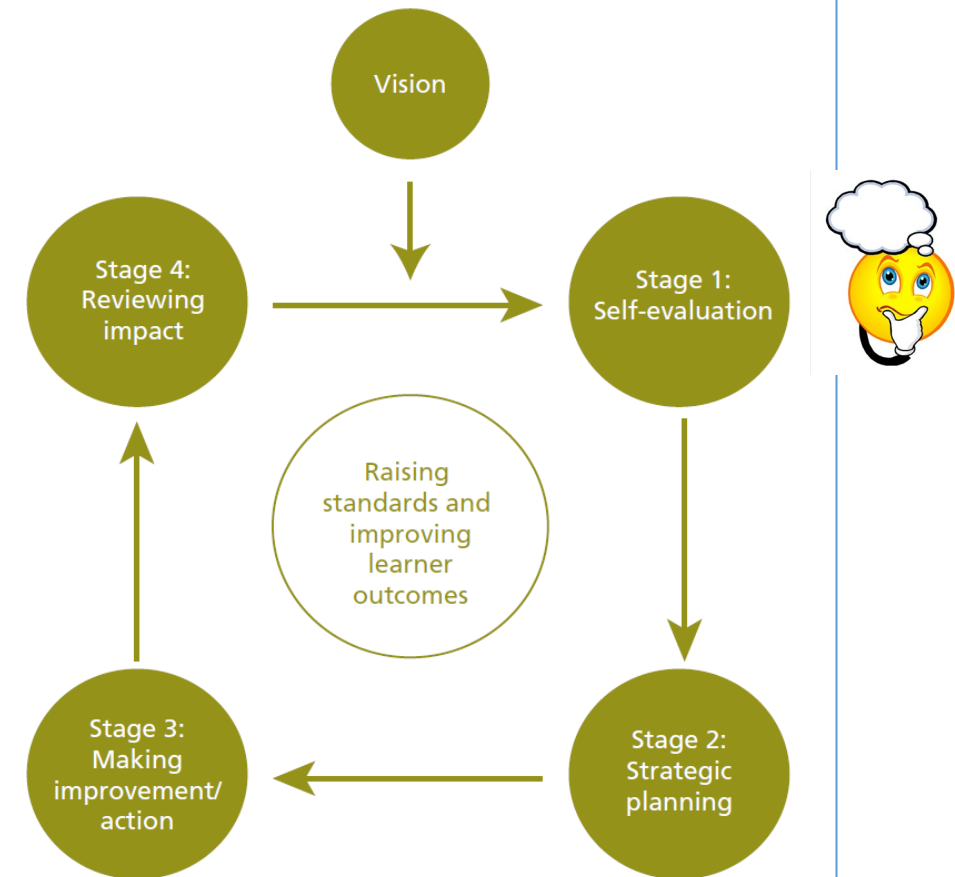


Figure 1: School development planning cycle





# Hunanwerthuso

Hunanwerthuso yw'r modd y mae ysgolion yn adfyfrio ar eu perfformiad ac yn ei ddefnyddio fel sylfaen ar gyfer cynllunio gwelliannau cynaliadwy. Mae'r broses o hunanwerthuso a chynllunio gwelliannau yn ganolog i gefnogi datblygiadau o ran gwella ysgol, dysgu proffesiynol a deilliannau dysgwyr. Fel proses flynyddol, mae hunanwerthuso'n offeryn allweddol wrth gynorthwyo ysgol i asesu ei pherfformiad. Mae'n helpu ysgolion i nodi:

- pa mor dda maen nhw'n perfformio
- meysydd cryfder
- beth mae angen ei wella
- pa gamau i'w gweithredu i wneud y gwelliannau hynny.



# Self-Evaluation

Self-evaluation is the means by which schools reflect upon their performance and use it as a basis for sustainable improvement planning. The process of self-evaluation and improvement planning is central to supporting advances in school improvement, professional learning and learner outcomes. As an annual process, self-evaluation is a key tool in assisting a school to assess its performance. It helps schools to identify:

- how well they are performing
- areas of strength
- what needs to be improved
- what actions to take to make those improvements.

## Rôl ganolog hunanarfarnu cadarn gan ysgolion

- Un o brif egwyddorion y trefniadau newydd yw y dylai blaenoriaethau ysgolion o ran hunanwerthuso a gwella fod yn fan cychwyn ar gyfer cydweithio ag awdurdodau lleol a chonsortia rhanbarthol.
- Bydd perfformiad ysgolion yn cael ei ystyried yn ei ystyr ehangaf, gydag ysgolion yn cael eu gwerthuso yn eu cyd-destun eu hunain, wedi'u cefnogi gan ystod eang o dystiolaeth, cynlluniau gwella pwrpasol a chymorth. Bydd cynnydd, cyrhaeddiad a lles pob dysgwr yn nodweddion pwysig o werthusiad ysgolion.
- Bydd y prosesau hunanwerthuso yn nodi meysydd cryfder a blaenoriaethau ar gyfer gwella a fydd ar gael gyda'i gilydd mewn un cynllun datblygu ysgol strategol. Bydd ysgolion yn cyhoeddi crynodeb o'u cynlluniau, yn cynnwys blaenoriaethau, camau gweithredu, cerrig milltir a chefnogaeth sydd wedi'i gynllunio ar gyfer y flwyddyn academaidd bresennol, yn ogystal ag adroddiad ar gynnydd yn erbyn blaenoriaethau'r flwyddyn flaenorol.
- Gan adeiladu ar eu hunanwerthuso a'u cynlluniau datblygu eu hunain, bydd ysgolion yn cydweithio ag awdurdodau lleol a chonsortia rhanbarthol i gytuno ar y cymorth ychwanegol sydd ei angen arnynt i wella.

## Central role of robust self-evaluation by schools

- A key principle of the *new* arrangements is that schools' self-evaluation and improvement priorities should be the starting point for work with local authorities and regional consortia.
- School performance will be considered in its widest sense, with schools evaluated in their own context, supported by a broad range of evidence, bespoke improvement planning and support. The progression, attainment and well-being of all learners will be important features of school evaluation.
- The self-evaluation processes will identify areas of strengths and priorities for improvement, which will be drawn together in a single, strategic school development plan. Schools will publish a summary of their plan which includes priorities, actions, milestones and planned support for the current academic year, as well as a report on progress against the previous year's priorities.
- Building on their own self-evaluation and development plans, schools will work with local authorities and regional consortia to agree the additional support they need to improve

*Research evidence on effective self-evaluation emphasises the importance of effective self-evaluation being focused on evaluation for improvement, rather than to satisfy external accountability. Where school improvement is motivated more by external factors, such as institutional competition (for example league tables), schools and staff may perceive self-evaluation less as a meaningful exercise for organic school improvement and more as a ritualized audit of their practice.*

Llwyodraeth Cymru (2022) School improvement guidance:  
impact assessment



Mae tystiolaeth ymchwil ar hunanarfarnu effeithiol yn pwysleisio pwysigrwydd canolbwyntio ar werthuso ar gyfer gwella, yn hytrach na bodloni atebolrwydd allanol. Pan fo gwella ysgolion yn cael ei ysgogi'n fwy gan ffactorau allanol, megis cystadleuaeth sefydliadol (er enghraifft tablau cynghrair), gall ysgolion a staff weld y broses fel archwiliad defodol yn hytrach nag ymarfer ystyrlon ar gyfer gwella ysgolion mewn ffordd organig.

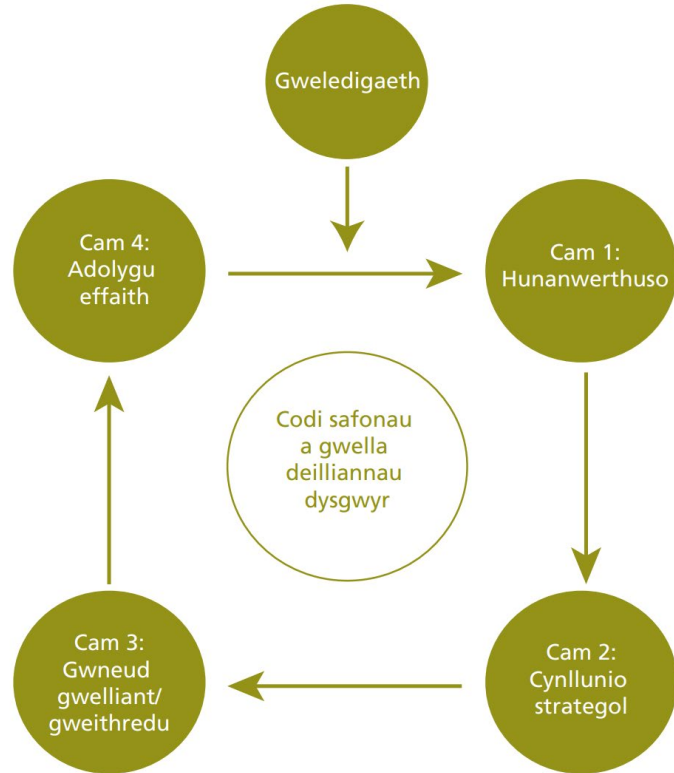
Welsh Government (2022) School improvement guidance: impact assessment



# Cynlluniau Datblygu Ysgolion (CDY)

# School Development Plans (SDP)

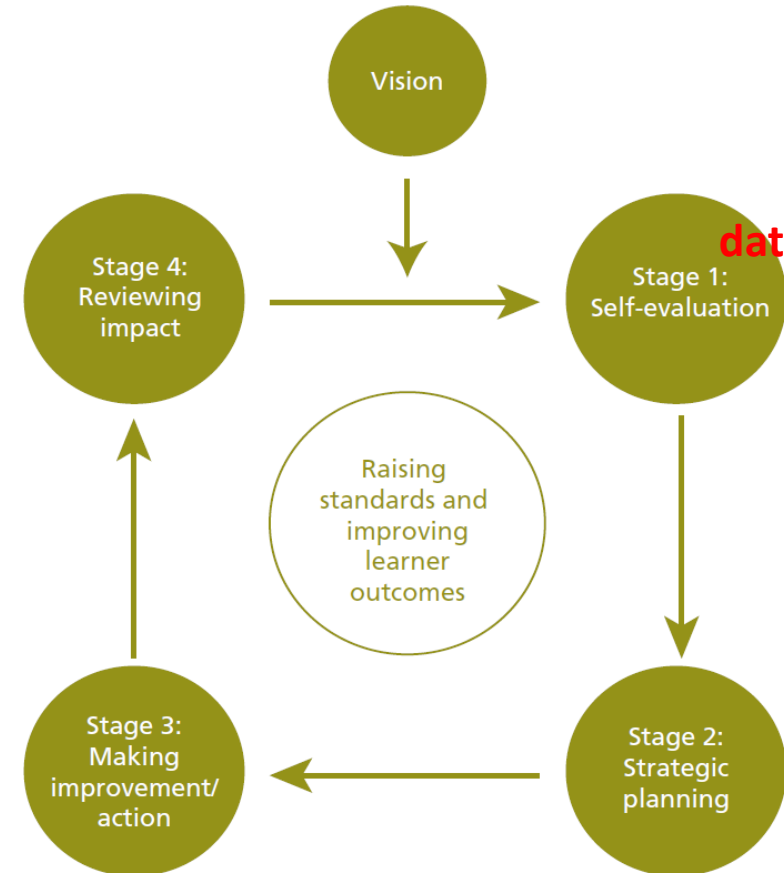
Ffigur 1: Cylch llunio cynllun datblygu ysgol



dadansoddi data



Figure 1: School development planning cycle



data analysis



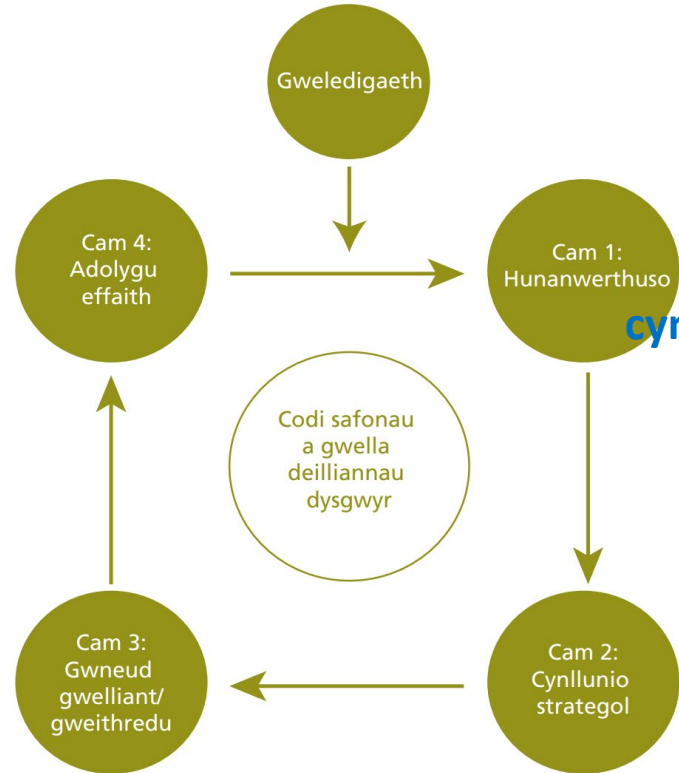
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PDPA  
Partneriaeth Dysgu Proffesiynol Yr Athrofa  
Yr Athrofa Professional Learning Partnership  
The world. Adding Up. In. A. Day. Transforming. Working. Together.

# Cynlluniau Datblygu Ysgolion (CDY)

Ffigur 1: Cylch llunio cynllun datblygu ysgol



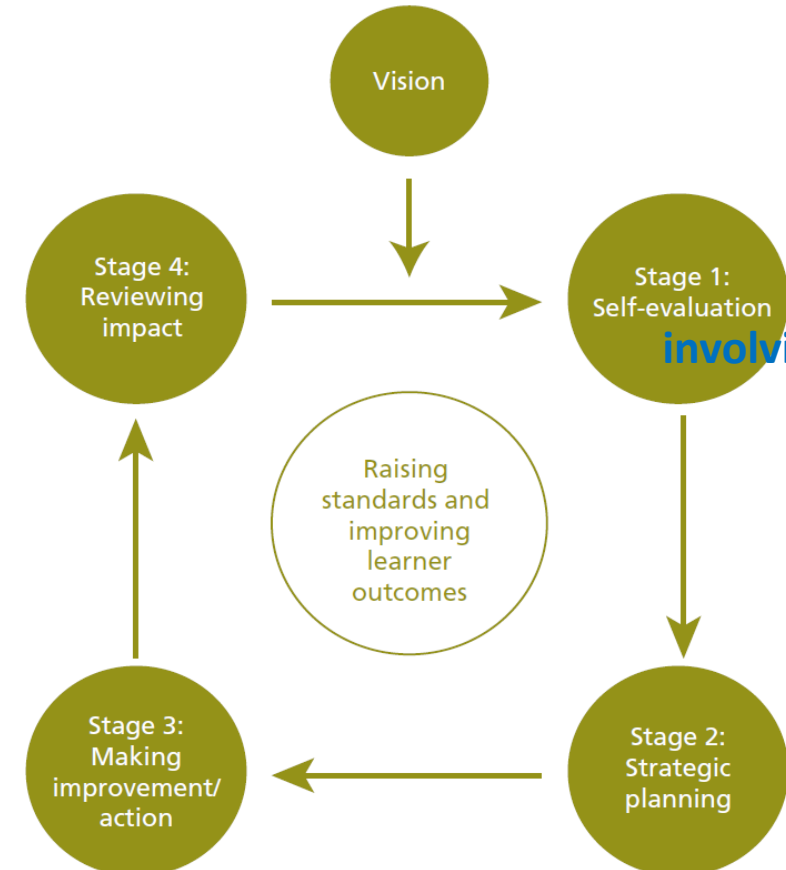
cynnwys rhanddeiliaid

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# School Development Plans (SDP)

Figure 1: School development planning cycle



involving stakeholders

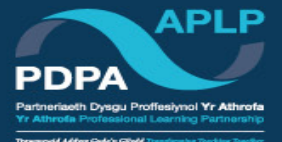
involving stakeholders

involving stakeholders



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Ymgysylltu â rhanddeiliaid

Engaging with stakeholders

## Approaches to self-evaluation

- **Engaging with stakeholders** Information on how engaging with learners, school staff and wider school community supports improvement., together with an interactive activity.
- **Planning and implementing improvement** Guidance on planning and improvement, aligned to the new non-statutory guidance on school improvement.

## Dulliau hunanwerthuso

- **Ymgysylltu â rhanddeiliaid** Mae gwybodaeth am sut mae ymgysylltu â dysgwyr, staff ysgolion a chymuned ehangach yr ysgol yn cefnogi gwelliant., ynghyd â gweithgaredd rhyngweithiol.
- **Cynllunio gwelliant a'i roi ar waith** Canllawiau ar gynllunio a gwella, sy'n cyd-fynd â'r canllawiau anstatudol newydd ar wella ysgolion.

## Tasg 5 funud / 5 min task

Cynlluniwch daith o'ch  
lleoliad presennol i  
Aberystwyth.

Plan a journey from  
your current location  
to Aberystwyth.

Beth oedd eich ystyriaethau?

What were your considerations?



# Sut y gall hyn gysylltu â chynllunio datblygu ysgolion?

## How can this link to school development planning?

- Pellter o'r lleoliad presennol?
- Amser bydd yn ei gymryd?
- Ffordd o deithio?
- Stopio ar hyd y ffordd?
- Defnyddio dyfais neu fap i'ch helpu?
- Teithio fel grŵp neu unigolion?
- Rolau penodol i unigolion wrth drefnu'r daith?
- Cost?

- Distance from the current location?
- Time it will take?
- Mode of transport?
- Stops along the way?
- Use of a device or a map to help you?
- Travelling as a group or individuals?
- Specific roles for individuals in organising the journey?
- Cost?

## Example of a target in the SDP

Cymhwysedd Digidol:  
*Parhau i ddatblygu darpariaeth y Fframwaith Cymhwysedd Digidol, yn ogystal â gwella ymwybyddiaeth disgyblion o sut i gadw'n ddiogel tra'n defnyddio'r rhyngrwyd a chyfryngau cymdeithasol.*

(A) Pellter o'r lleoliad presennol?

(B) Amser bydd yn ei gymryd?

(C) Ffordd o deithio?

(Ch) Stopio ar hyd y ffordd?

(D) Defnyddio dyfais neu fap i'ch helpu?

(Dd) Teithio fel grŵp neu unigolion?

(E) Rolau penodol i unigolion wrth drefnu'r daith?

(F) Cost?



## Example of a target in the SDP

Digital Competency: *To further develop the provision of the Digital Competency Framework, whilst also improving pupils' awareness of how to stay safe whilst using the internet and social media.*

(A) Distance from the current location?

(B) Time it will take?

(C) Mode of transport?

(D) Stops along the way?

(E) Use of a device or a map to help you?

(F) Travelling as a group or individuals?

(G) Specific roles for individuals in organising the journey?

(H) Cost?

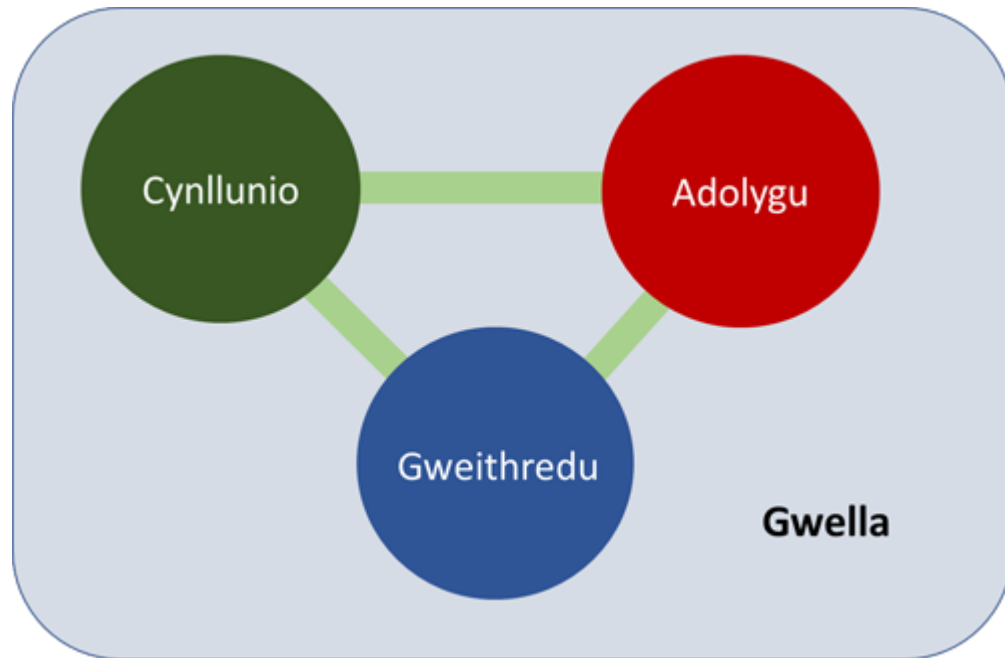




**FEEDBACK**  
Adborth

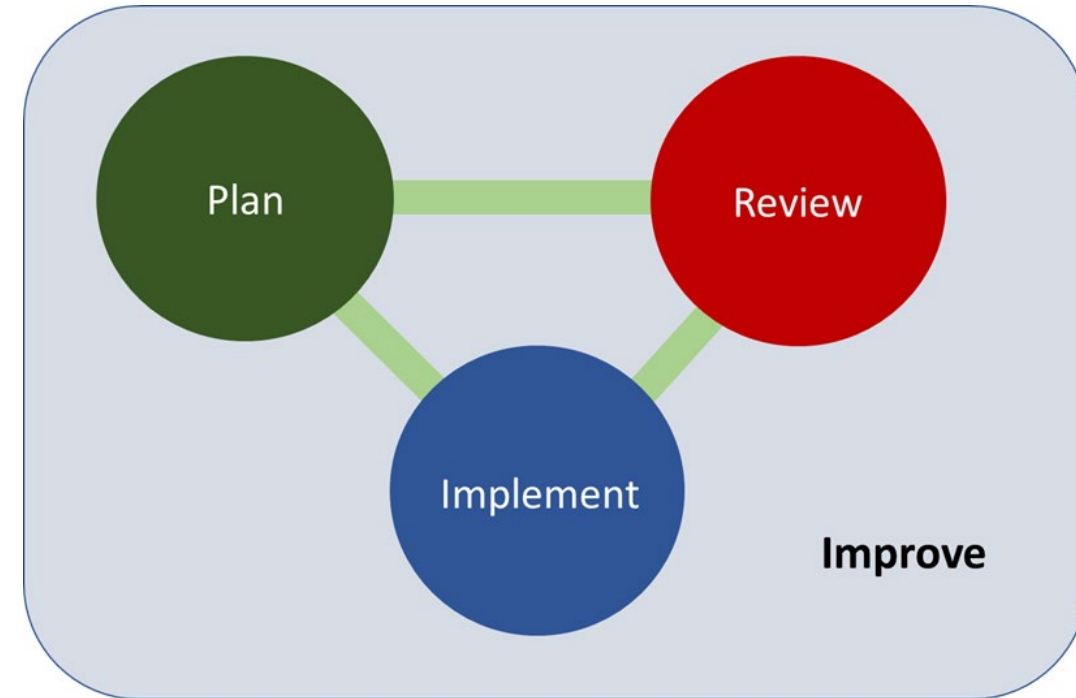
### Cynllunio gwelliant a'i roi ar waith

Canllawiau ar gynllunio a gwella, sy'n cyd-fynd â'r canllawiau anstatudol newydd ar wella ysgolion



### Planning and implementing improvement

Guidance on planning and improvement, aligned to the new non-statutory guidance on school improvement.



## Approaches to self-evaluation

- **Engaging with stakeholders** Information on how engaging with learners, school staff and wider school community supports improvement., together with an interactive activity.
- **Planning and implementing improvement** Guidance on planning and improvement, aligned to the new non-statutory guidance on school improvement.

## Dulliau hunanwerthuso

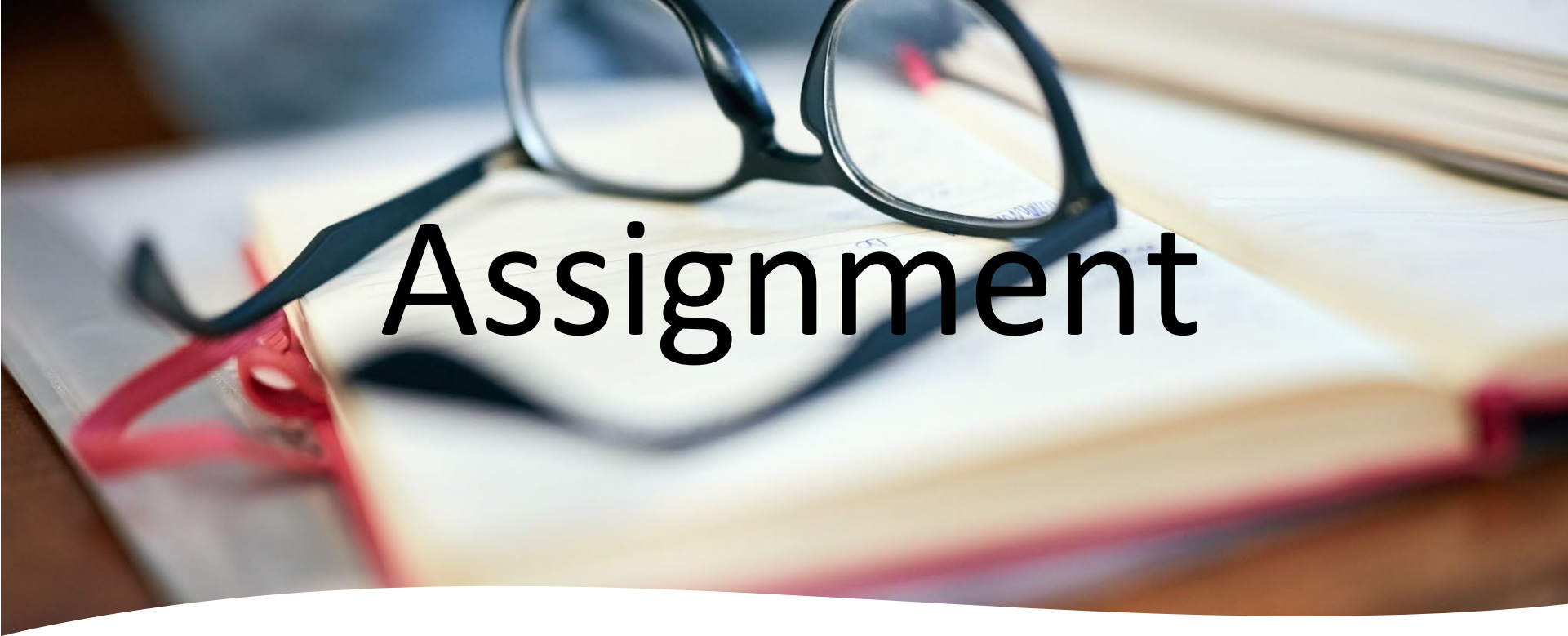
- **Ymgysylltu â rhanddeiliaid** Mae gwybodaeth am sut mae ymgysylltu â dysgwyr, staff ysgolion a chymuned ehangach yr ysgol yn cefnogi gwelliant., ynghyd â gweithgaredd rhyngweithiol.
- **Cynllunio gwelliant a'i roi ar waith** Canllawiau ar gynllunio a gwella, sy'n cyd-fynd â'r canllawiau anstatudol newydd ar wella ysgolion.



Amser Egwyl  
Break Time

- Ysgol Arweiniol yn amlinellu'r broses hunanwerthuso yn eu cyd-destun nhw.
- Rhannu blaenoriaethau'r ysgol
- Canolbwyntio ar un enghraifft o un pwynt gweithredu ar eu CDY (gan ddilyn y penawdau megis hunanwerthuso, dadansoddi data, cynnwys rhanddeiliaid, cynllunio strategol, mesur effaith).

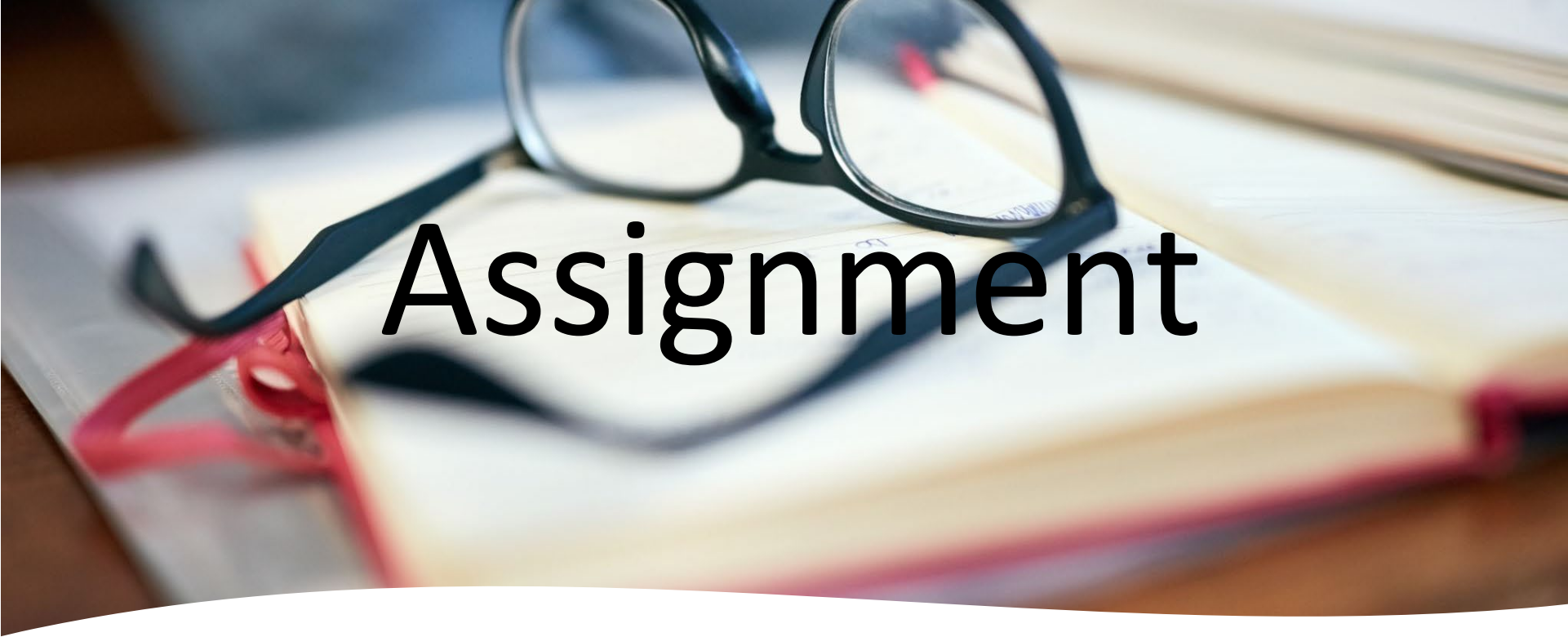
- Lead School gives an outline of the self-evaluation process in their context.
- Shares the school's priorities
- Focuses on one example of one action point on its SDP (following headings, such as self-evaluation, data analysis, involving stakeholders, strategic planning, measuring impact).



**Elfen 2 Teitl:**

**Sut mae ysgol yn datblygu un agwedd ar ei Chynllun Datblygu Ysgol: adroddiad sy'n adfyfyrio'n feirniadol ar y camau gweithredu, yr effaith a'r sylfaen dystiolaeth. (2,500 o eiriau)**

Paratowch adroddiad ysgrifenedig yn seiliedig ar un pwynt gweithredu a gymerwyd o dargedau strategol yr ysgol. Dylai'r adroddiad ddangos sut y gellid mynd i'r afael â'r targed hwn a mesur ei effaith o fewn fframwaith sy'n seiliedig ar dystiolaeth.



**Component 2 Title:**

**How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base. (2,500 words)**

Prepare a written report based on an action point taken from the school's strategic targets. The report should demonstrate how this target might be addressed and impact measured within an evidence-based framework.

What to look for  
on placement  
Part 2/ Beth i  
chwilio amdano  
ar leoliad Rhan 2

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ECAD 6009/C & 7003/C

**Where am I teaching?**

**Ble ydw i'n addysgu?**

## WHAT TO LOOK FOR ON PLACEMENT

### Part 2: SDP

## BETH I CHWILIO AMDANO AR LEOLIAD

### Rhan 2: GDY

## ASSIGNMENT COMPONENT 2 (written)

### ASEINIAD ELFEN 2 (ysgrifenedig)

Placement Checklist/Rhestr wirio tra ar leoliad:

|    | Task/Tasg                                                                                                                                                                                                                                                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Ask your Senior Mentor to arrange a meeting with whomever is in charge of your school's improvement plan.<br><br>Gofynnwch i'ch Uwch Fentor drefnu cyfarfod gyda'r person/pobl sy'n gyfrifol am gynllun datblygu'r ysgol.                                                                                                                     |
| 2. | Request a copy of the plan if possible.<br><br>Gofynnwch a yw'n bosib cael copi o'r cynllun.                                                                                                                                                                                                                                                  |
| 3. | Find out what process the school goes through to self-evaluate, identify targets, develop strategies and evaluate impact.<br><br>Ffeindiwch mas am y broses mae'r ysgol yn ei defnyddio i hunan-werthuso, adnabod targedau, datblygu strategaethau a gwerthuso effaith.                                                                       |
| 4. | Find out if and how the school is working with the Schools as a Learning Organisation (SLO) model.<br><br>Ffeindiwch mas os yw'r ysgol yn gweithio gyda model Ysgolion fel Sefydliadau sy'n Dysgu, a sut mae'n gwneud hynny.                                                                                                                  |
| 5. | Identify one aspect that you would like to explore for your assignment and arrange additional meetings to generate further evidence and information as necessary.<br><br>Dewiswch un agwedd yr hoffech archwilio ymhellach ar gyfer eich aseiniad, a threfnwch gyfarfodydd ychwanegol i greu tystiolaeth a gwybodaeth bellach yn ôl yr angen. |

Adfyfrio

Rhannu  
Share

Reflect

Elfen 2 Teitl:  
Sut mae ysgol yn  
datblygu un agwedd ar  
ei Chynllun Datblygu  
Ysgol: adroddiad sy'n  
adfyfrio'n feirniadol ar  
y camau gweithredu, yr  
effaith a'r sylfaen  
dystiolaeth. (2,500 o  
eiriau))



(Awgrym yw nifer y geiriau; nid ydynt yn orfodol)

Rhagarweiniad (200 o eiriau)

Yn y rhagarweiniad mae angen crynodeb byr iawn o'r dasg a roddwyd i chi a'r agwedd yr ydych wedi dewis ysgrifennu amdani. Mae angen i chi hefyd roi amlinelliad byr o gyd-destun yr ysgol.

Adolygiad Llenyddiaeth (800 o eiriau)

Mae angen i'ch adolygiad llenyddiaeth ddangos eich dealltwriaeth ar lefel ddamcaniaethol o'r broses ddatblygu ysgol **ond mae angen** iddo hefyd ddangos eich dealltwriaeth o'r agwedd rydych wedi'i dewis fel eich ffocws, e.e. darpariaeth ar gyfer dysgwyr Saesneg fel Iaith Ychwanegol.

Datblygu pwynt gweithredu (800 o eiriau)

Yn yr adran hon mae angen i chi drafod y Cynllun Datblygu Ysgol, gan arddangos eich gwybodaeth a'ch dealltwriaeth am y prosesau y byddai'r ysgol wedi'u defnyddio, megis hunanwerthuso, dadansoddi data, cynnwys rhanddeiliaid, cynllunio strategol, mesur effaith. Dylech bod amser ddefnyddio elfen o gritigolrwydd yma.

Adfyfrio a gwerthuso (500 o eiriau)

Mae angen i'r adran hon fod yn adolygiad o'r datblygiad lle byddwch yn adfyfrio ar yr hyn mae'r ysgol wedi'i wneud ac yn ei werthuso. Mae'n bwysig eich bod chi hefyd yn gwneud awgrymiadau ymarferol ynseiliedig ar eich gwybodaeth o theori ac arfer o ran sut y gellid gwneud pethau'n wahanol.

Casgliad (200 o eiriau)

Fel yn elfen 1, mae angen i chi grynhoi'r aseiniad yn fyr, egluro beth rydych wedi'i ddysgu ohono a sut mae hyn yn mynd i ddylanwadu arnoch yn broffesiynol yn y dyfodol.

**Cyflwyno**

Mae angen cyflwyno'r 2 elfen i Turnitin **ar dudalennau gwahanol**. Bydd hyn wedi'i osod ar eich cyfer cyn cyflwyno.

## Component 2 Title:

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base. (2,500 words)



Possible structure (Word counts are suggested; they are not compulsory)

### **Introduction** (200 words)

- In the introduction you need a very brief summary of the task you have been given and the aspect you have chosen to write about. You also need to give a brief outline of the context of the school.

### **Literature review** (800 words)

- Your literature review needs to show a theoretical level of the school development process but it also needs to show your understanding of the aspect you have chosen as your focus, e.g. provision for EAL learners.

### **Developing an action point** (800 words)

- In this section you need to discuss the School Development Plan (SDP), demonstrating your knowledge and understanding of the processes such as self-evaluation, data analysis, involving stakeholders, strategic planning, measuring impact, that the school will have used. You should constantly be applying a degree of criticality here.

**Reflection and evaluation** (500 words) This section needs to be a review of the development in which you reflect and evaluate what the school has done. It is important that you also make practical suggestions based on your knowledge of theory and practice as to how things could be done differently.

### **Conclusion** (200 words)

- As in component 1, you need to briefly summarize the assignment, explain what you have learnt from it and how this is going to influence you professionally in the future.



CHWALU  
ACRONYMAU  
ACRONYM  
BUSTER

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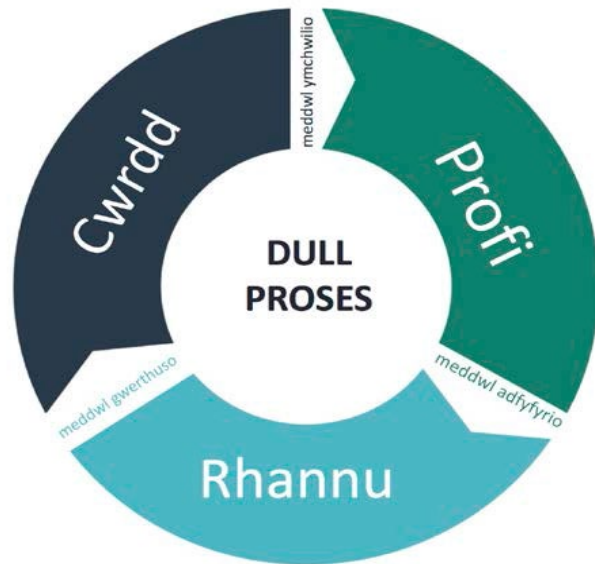


## Pontio 2

ECAD7003C/6009C

Arwain y dysgu: ble rydw i'n addysgu?

Cofnod Tystiolaeth Ymholi Darpar Athrawon  
(STEER)



Diwrnod CWRDD – 10/1/24

Diwrnodau PROFI – 11/1/24 – 23/1/24

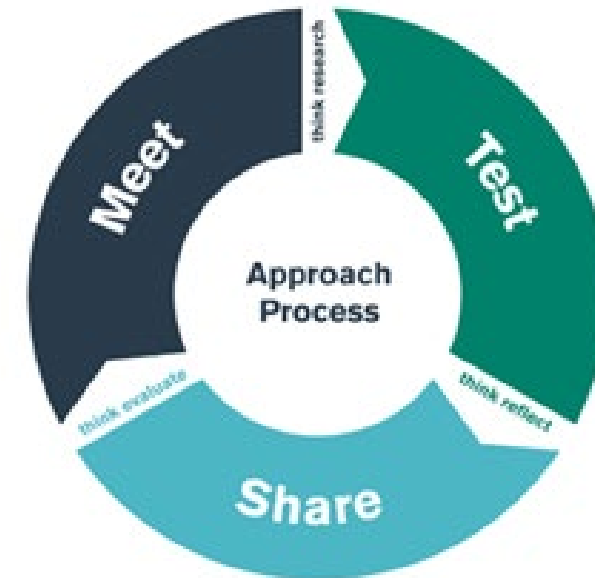
Diwrnod RHANNU 24/1/24

## Bridge 2

ECAD7003/6009

Leading the learning: Where am I teaching?

Student Teacher Enquiry Evidence Record (STEER)



MEET day – 10/1/24

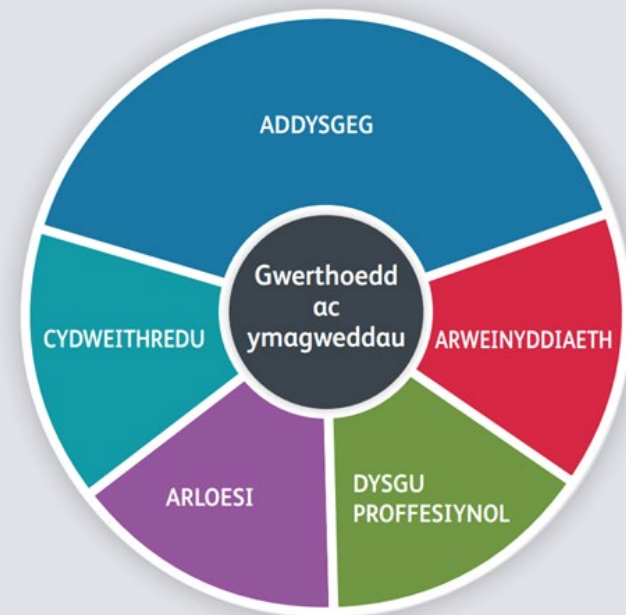
TEST days – 11/1/24 -23/1/24

SHARE day 24/1/24

## An introduction to the professional standards for teaching and leadership



## Cyflwyniad i'r safonau proffesiynol ar gyfer addysgu ac arweinyddiaeth



## Dysgu proffesiynol

ADDYSGU

### Dysgu proffesiynol parhaus

#### Disgrifydd arferion effeithiol iawn a pharhaus:

Mae dysgu proffesiynol parhaus yn cael ei ysgogi gan yr athro sy'n llunio twf proffesiynol yn ofalus o fewn cyd-destun y pedwar diben ac ymrwymiad i arwain datblygiad cydweithwyr y tu mewn i'r ysgol a'r tu hwnt iddi.

#### Disgrifydd ymsefydlu:

Defnyddir y Pasbort Dysgu Proffesiynol i gynorthwyo arfer myfyriol a chofnodi ymrwymiad pendant i ddysgu proffesiynol parhaus, gan arwain at roi technegau a dulliau newydd neu ddiwygiedig ar waith mewn ffordd reoledig.

#### Disgrifydd SAC:

Mae'r Pasbort Dysgu Proffesiynol yn dylanwadu ar fyfyrwr beirniadol a dysgu parhaus yr athro ac mae'n hybu datblygu a thwf proffesiynol.

PDP



## Cydweithredu

ADDYSGU

### Gweithio gyda chydweithwyr yn yr ysgol

#### Disgrifydd arferion effeithiol iawn a pharhaus:

Mae'r athro yn mynd ati i hyrwyddo a hwyluso cyfleoedd cydweithredol i staff mewn agweddau cyffredin ar drefnu dysgu ac mewn dulliau arloesol.

#### Disgrifydd ymsefydlu:

Mae'r athro yn gweithio ochr yn ochr â chydweithwyr eraill i feithrin arbenigedd er budd dysgwyr ac yn ceisio cyfleoedd i gryfhau cydweithredu.

#### Disgrifydd SAC:

Mae gweithio'n drefnus ac yn adeiladol gydag ystod o gydweithwyr i wella profiad dysgwyr yn nodwedd gyson o waith yr athro. Myfyriwr ar ddatblygu arbenigedd, a hynny wedi'i strwythuro ac yn broses personol neu gydweithredol, fel sy'n briodol.

PDP



## Arweinyddiaeth

ADDYSGU

### Cefnogi rolau arweinyddol ffurfiol

#### Disgrifydd arferion effeithiol iawn a pharhaus:

Gwneir cyfraniadau craff a chadarnhaol lle y bo'n ofynnol i gynorthwyo gwaith yr ysgol lle bynnag y mae ei angen gan ddefnyddio arbenigedd a phrofiad i gyflawni nodau'r ysgol.

#### Disgrifydd ymsefydlu:

Mae'r athro yn cynorthwyo gwaith y cyfnod neu'r adran ac yn dechrau dangos ymwybyddiaeth o'r amrywiaeth o brosesau a sgiliau dan sylw.

#### Disgrifydd SAC:

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 gwreiddio gweledigaeth yr ysgol yn llwyddiannus.

PDP



## Cydweithredu

ADDYSGU

### Ceisio cyngor a chymorth

#### Disgrifydd arferion effeithiol iawn a pharhaus:

Mae dulliau newydd arfaethedig yn cael eu mynegi'n glir i gydweithwyr ar bob lefel i ennyn cyngor beirniadol a chymorth.

#### Disgrifydd ymsefydlu:

Mae mynd ati'n weithredol i geisio cymorth gan gydweithwyr wrth ateb her newydd yn rhan naturiol o addysgu.

#### Disgrifydd SAC:

Mae'r athro'n mynd ati i geisio ac ymwneud â chefnogaeth o ystod ffynonellau ffurfiol ac anffurfiol. Mae hyn yn cynnwys arsylwi a dysgu fel tîm, ac arddangos mwy a mwy o annibyniaeth.

PDP



## Collaboration

TEACHING

### Working with in-school colleagues

**Sustained highly-effective practice descriptor:**

The teacher actively promotes and facilitates collaborative opportunities for staff, both in routine aspects of learning organisation and in innovative approaches.

**Induction descriptor:**

The teacher works alongside other colleagues to build expertise for the benefit of learners and seeks opportunities to strengthen collaboration.

**QTS descriptor:**

Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.

PLP



## Professional learning

TEACHING

### Continuing professional learning

**Sustained highly-effective practice descriptor:**

Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school.

**Induction descriptor:**

The Professional Learning Passport is used to support reflective practice and record an active commitment to continuing professional learning, leading to the controlled implementation of new or revised techniques and approaches.

**QTS descriptor:**

The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.

PLP



## Collaboration

TEACHING

### Seeking advice and support

**Sustained highly-effective practice descriptor:**

Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice and support.

**Induction descriptor:**

The active seeking of support from colleagues when meeting a new challenge is a natural part of teaching.

**QTS descriptor:**

The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.

PLP



## Leadership

TEACHING

### Supporting formal leadership roles

**Sustained highly-effective practice descriptor:**

Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school.

**Induction descriptor:**

The teacher actively supports the work of the phase or department and begins to demonstrate an awareness of the range of processes and skills involved.

**QTS descriptor:**

The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.

PLP



A person wearing a dark blue suit and a light blue striped shirt is holding a white rectangular sign with both hands. The sign has the word "QUESTIONS?" written on it in a bold, dark blue, sans-serif font. The person's hands are visible, with fingers slightly curled around the edges of the sign. The background is a plain, light grey wall.

**QUESTIONS?**