



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Dyfnhau Arfer:
Mathemateg a Rhifedd

Deepening Practice:
Mathematics and
Numeracy

Sesiwn 8 - Senarios
Session 8 - Scenarios



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Senario 1/Scenario 1

1.

1. Addysgu mathemateg anghyson ar draws grwpiau blwyddyn Senario

Mae arsylwadau gwersi a chraffu llyfrau yn dangos bod gwahanol grwpiau blwyddyn yn addysgu strategaethau cyfrifo mewn gwahanol ffyrdd, gan ddrysu disgyblion wrth iddynt symud i fyny'r ysgol. Sut fydddech chi'n datrys hyn?

1. Inconsistent Maths Teaching Across Year Groups Scenario

Lesson observations and book looks show that different year groups are teaching calculation strategies in different ways, confusing pupils as they move up the school. How would you resolve this?

1. Darllenwch y scenario

2. Beth yw rôl y cydlynnydd mathemateg yma?

3. Trafodwch:

-
- Pam mae cysondeb yn bwysig mewn mathemateg?
- Sut gall cydlynnydd mathemateg gefnogi cydweithwyr heb fod yn feirniadol?
- Pa gryfderau cymeriad sydd eu hangen yma (e.e. eglurder, cydweithredu, uniondeb)?
- Sut mae hyn yn effeithio ar hyder a dealltwriaeth disgyblion?

Senario 1

Scenario 1

1. Read the scenario

2. What is the maths coordinator's role here?

3. Discuss:

- Why is consistency important in maths?
- How can a maths coordinator support colleagues without being critical?
- What character strengths are needed here (e.g. clarity, collaboration, integrity)?
- How does this impact pupils' confidence and understanding?

Senario 2/Scenario 2

2.

2. Disgyblion sy'n dangos gwytnwch isel wrth ddatrys problemau

Senario

Mae athrawon yn adrodd bod disgyblion yn rhoi'r gorau iddi yn gyflym pan fyddant yn wynebu problemau aml-gam ac yn aml yn dweud, "Ni allaf wneud hyn." Sut fydddech chi'n datrys hyn?

2. Pupils Showing Low Resilience in Problem Solving

Scenario

Teachers report that pupils give up quickly when faced with multi-step problems and often say, *"I can't do this."* How would you resolve this?

1. Darllenwch y scenario

2. Beth yw Rôl y Cydlynnydd Mathemateg?

3. Trafodwch:

- Pa arferion dosbarth sy'n adeiladu gwytnwch mewn mathemateg?
- Sut gall iaith athrawon ddylanwadu ar feddylfryd disgyblion?
- Beth ddylai'r model cydlynnydd mathemateg yn ystod hyfforddiant staff?
- Sut y gellir mesur cynnydd y tu hwnt i atebion cywir?

Senario 2

Scenario 2

1. Read the scenario

2. What is the Maths Coordinator Role?

3. Discuss:

- What classroom practices build resilience in maths?
- How can teacher language influence pupil mindset?
- What should the maths coordinator model during staff training?
- How can progress be measured beyond correct answers?



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3. Mae data asesu yn dangos bwlch sylweddol rhwng disgyblion difreintiedig a'u cyfoedion mewn mathemateg. Sut fydddech chi'n ceisio cau'r bwlch cyrhaeddiad hwn?

3. Assessment data shows a significant gap between disadvantaged pupils and their peers in maths. How would you try to close this attainment gap?



1. Darllenwch y scenario

2. Beth yw Rôl y Cydlynnydd Mathemateg?

3. Trafodwch:

- Pa ddata ddylai cydlynnydd mathemateg edrych arnynt?
- Sut gall ymyriadau gefnogi dealltwriaeth, nid gweithdrefnau yn unig?
- Sut mae ecwiti a disgwyliadau uchel yn cysylltu ag arweinyddiaeth mathemateg?
- Pa gryfderau cymeriad sy'n bwysig wrth fynd i'r afael â bylchau (e.e. empathi, penderfyniad)?

Senario 3

Scenario 3

1. Read the scenario

2. What is the Maths Coordinator Role?

3. Discuss:

Discussion Points

- What data should a maths coordinator look at?
- How can interventions support understanding, not just procedures?
- How do equity and high expectations link to maths leadership?
- What character strengths are important when addressing gaps (e.g. empathy, determination)?



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Senario 4/Scenario 4

4.

4. Mae hyder athrawon wrth addysgu mathemateg yn isel

Senario

Mae rhai athrawon yn teimlo'n bryderus wrth addysgu rhai pynciau mathemateg ac yn dibynnu'n helaeth ar daflenni gwaith yn hytrach na thrafodaeth ac archwilio. Beth fydddech chi'n dweud wrth yr athrawon yma?

4. Teacher Confidence in Teaching Maths Is Low

Scenario

Some teachers feel anxious teaching certain maths topics and rely heavily on worksheets rather than discussion and exploration. What would you say to these teachers?



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1. Darllenwch y scenario

2. Beth yw Rôl y Cydlynnydd Mathemateg?

3. Trafodwch:

- Sut mae hyder athrawon yn effeithio ar ganlyniadau disgyblion?
- Sut gall cydlynnydd mathemateg adeiladu ymddiriedaeth gyda chydweithwyr?
- Pa ddulliau DPP sydd fwyaf effeithiol?
- Sut y gellir defnyddio camgymeriadau yn gadarnhaol wrth ddysgu athrawon?

Senario 4

Scenario 4

1. Read the scenario

2. What is the Maths Coordinator Role?

3. Discuss:

- How does teacher confidence affect pupil outcomes?
- How can a maths coordinator build trust with colleagues?
- What CPD approaches are most effective?
- How can mistakes be used positively in teacher learning?



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5. Paratoi ar gyfer Arolygiad neu Adolygiad Mathemateg

Senario

Mae'r ysgol yn paratoi ar gyfer arolygiad Estyn neu adolygiad mathemateg awdurdod lleol. Sut fydddech chi'n paratoi?

5. Preparing for an Inspection or Maths Review

Scenario

The school is preparing for an Estyn inspection or a local authority maths review. How would you prepare?

1. Darllenwch y scenario

2. Beth yw Rôl y Cydlynnydd Mathemateg?

3. Trafodwch:

- Beth ddylai athrawon sy'n fyfyrwyr ei ddeall am y cwricwlwm mathemateg?
- Sut mae bwriad y cwricwlwm yn trosi i ymarfer yn yr ystafell ddosbarth?
- Sut gall cydlynnydd mathemateg gefnogi staff heb gynyddu pwysau?
- Pa dystiolaeth sy'n dangos addysgu mathemateg o ansawdd uchel?

Senario 5

Scenario 5

1. Read the scenario

2. What is the Maths Coordinator Role?

3. Discuss:

- What should student teachers understand about the maths curriculum?
- How does curriculum intent translate into classroom practice?
- How can a maths coordinator support staff without increasing pressure?
- What evidence best shows high-quality maths teaching?



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