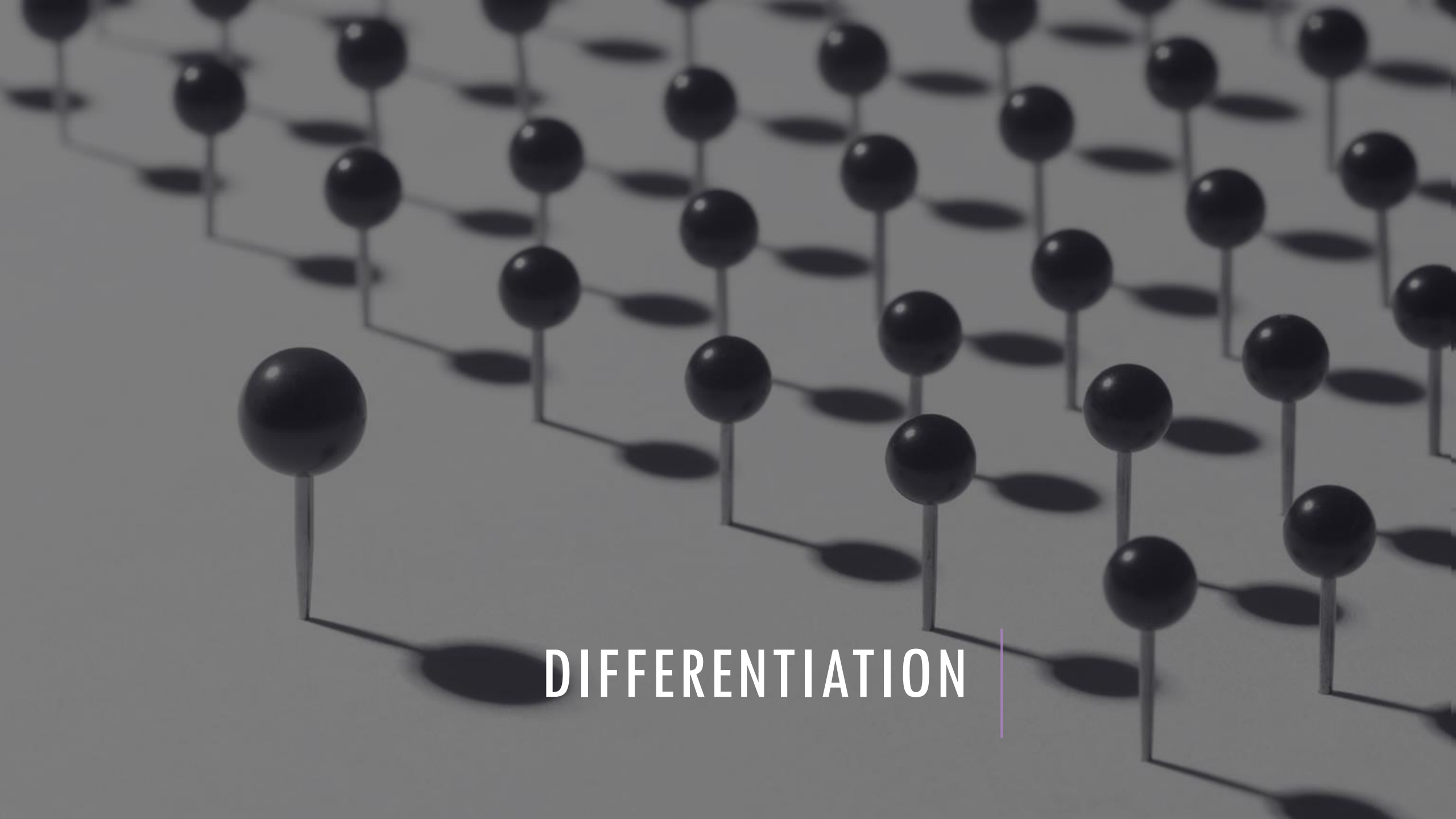


MUSIC / CERDDORIAETH

04/10/23





DIFFERENTIATION



Who is in
your class?

Pwy sy' yn
y dosbarth?

TASG

Think of as many 'groups' of learners in your class.

Are there any special considerations associated with them?

For example:

Gender groups (to be used with caution)

Travellers

Those eligible for Free School Meals (eFSM)

Those with Additional Learning Needs (ALN)

Those who are More Able and Talented (MAT)

Looked After Children (LAC)

etc.

Meddylwch am gymaint o 'grwpiau' o ddysgwyr yn eich dosbarth.

A oes unrhyw ystyriaethau arbennig yn gysylltiedig â nhw?

Er enghraifft:

Grwpiau rhywedd (i'w defnyddio'n ofalus)

Teithwyr

Y rhai sy'n gymwys i gael prydau ysgol am ddim (PYD / FSM)

Pobl ag Anghenion Dysgu Ychwanegol (ADY / ALN)

Y Rhai sy'n Fwy Galluog a Thalentog (MATH / MAT)

Plant sy'n Derbyn Gofal (LAC)

ayyb.

One size fits all???

In your classroom, there is likely to be a range of learners with differing prior attainment, aptitudes and needs. It is important to know the makeup of classes and plan accordingly. **Differentiation** is the word used to describe the varied teaching techniques and lesson adaptations that are used to support a diverse group of learners with different needs at the same time. In all classrooms, teachers need to consider and vary their teaching strategies and use well-designed lessons to engage pupils.

Yn eich ystafell ddosbarth, mae'n debygol y bydd ystod o ddysgwyr â chyrhaeddiad, doniau ac anghenion blaenorol gwahanol. Mae'n bwysig gwybod cyfansoddiad dosbarthiadau a chynllunio yn unol â hynny. **Gwahaniaethu** yw'r gair a ddefnyddir i ddisgrifio'r technegau addysgu amrywiol a'r addasiadau gwersi a ddefnyddir i gefnogi grŵp amrywiol o ddysgwyr ag anghenion gwahanol ar yr un pryd. Ym mhob ystafell ddosbarth, mae angen i athrawon ystyried ac amrywio eu strategaethau addysgu a defnyddio gwersi wedi'u cynllunio'n dda i ennyn diddordeb disgyblion.



BUSTING MYTHS

Think about these statements.
Are they correct?
Why / why not?

Meddylwch am y datganiadau hyn.
Ydyn nhw'n gywir?
Pam/Pam ddim?

Pupils should all be
doing different tasks
matched to their
ability (at times 30+
pupils)

Think about:
whether this is realistic for
you as the teacher.

Meddylwch am:
A yw hyn yn realistig i chi fel
athro.

Differentiation
means giving every
pupil work they can
do

But what about the
need to challenge?

Ond beth am yr
angen i herio?

‘our job...is to respond to and support students during lessons and over weeks, months and years, so that they all strive to reach, or in some cases surpass, this common goal. In doing so, **differentiation** will lie in the skilfulness of our response to the anticipated and unanticipated difficulties that our students will encounter along the way. This can only work effectively if we **understand the individual students** we are teaching, we have a **deep knowledge of subject content** and we **know which parts of our subject students tend to find difficult**’

Allison and Tharby (2015: 18)

TYPES OF DIFFERENTIATION / MATHAU O WAHANIAETHU

Task

Support

Outcome

Support resources (scaffolding)

Pace

Independence level

Tasg

Cefnogaeth

Canlyniad

Adnoddau cymorth (sgaffaldio)

Cyflymder

Lefel annibyniaeth



Think about the following types of differentiation.
Bring your notes to Friday's session.

Meddylwch am y mathau canlynol o wahaniaethu.
Dewch â'ch nodiadau i'r sesiwn ddydd Gwener.

Differentiation by... / Gwahaniaethu yn ol...	Advantages / Manteision	Disadvantages / Anfanteision
Task / Tasg Support (teacher/adult) / Cymorth (athro/oedolyn) Outcome / Canlyniad Grouping / Grwpio Scaffolding / Sgaffaldio		

Differentiation by support...

Working with additional adults –
how would you manage this?

Gwahaniaethu trwy gefnogaeth...

Gweithio gydag oedolion
ychwanegol - sut fydddech chi'n
rheoli hyn?



[Secret Teacher: I hate to say it, but my TA adds nothing to my lessons | Teacher Network | The Guardian](#)

Is this source reliable?

What are the benefits of TAs in the classroom? What about entitlement?

A yw'r ffynhonnell hon yn ddibynadwy?

Beth yw manteision TA yn yr ystafell ddosbarth? Beth am hawl?

Secret Teacher: I hate to say it, but my TA adds nothing to my lessons

When properly trained and briefed, teaching assistants offer invaluable support to pupils. But mine is more trouble than my students

● [More from the Secret Teacher](#)



Teaching More Able and Talented Learners (MAT)

The most commonly used techniques for teaching MAT learners include:

- **Enrichment** – enhancing the curriculum to include additional materials that may stimulate and stretch the student. Can take place in or out of class.
- **Extension** – MAT pupil is given the opportunity to work with experts, specialists and those with a similar passion
- **Acceleration** – where a student's progress through the curriculum or school year is speeded up
- **Compaction** – where curriculum is compacted, with material deemed unnecessary or repetitive taken out

Stephen and Warwick (2015)

Addysgu Dysgwyr Mwy Abl a Thalentog (MAT)

Mae'r technegau a ddefnyddir amlaf ar gyfer addysgu dysgwyr MAT yn cynnwys:

Cyfoethogi – gwella'r cwricwlwm i gynnwys deunyddiau ychwanegol a allai ysgogi ac ymestyn y myfyriwr. Gall ddigwydd yn y dosbarth neu y tu allan iddo.

Estyniad – rhoddir cyfle i ddisgybl MATH weithio gydag arbenigwyr, arbenigwyr a'r rhai sydd ag angerdd tebyg

Cyflymu – lle mae cynnydd myfyriwr drwy'r cwricwlwm neu'r flwyddyn ysgol yn cael ei gyflymu

Crynhoi - lle mae'r cwricwlwm wedi'i gywasgu, gyda deunydd yr ystyrir ei fod yn ddiangen neu'n ailadroddus yn cael ei dynnu allan

In a very few schools, staff provide a valuable range of enrichment and extra-curricular activities to cater for the needs of pupils who have more advanced skills. However, in general, schools place more emphasis on provision for 'more able' pupils than they do for 'talented' pupils. The provision for 'talented pupils' remains limited in many schools across Wales. In a minority of schools, changes to the curriculum, for example the introduction of the literacy and numeracy framework (LNF: Welsh Government, 2013) and national tests in reading and numeracy, have led to a narrowing of opportunities for pupils to develop their creative, sporting and technological skills.

In schools that are most successful in challenging more able and talented pupils, teachers have very high expectations of all pupils. They plan and match work to individual pupils' abilities exceptionally well and they use the outcomes of assessment skilfully to plan next steps in pupils' learning. However, too many teachers do not ensure that there is sufficient challenge in tasks to stretch more able and talented pupils.

CONSIDER... / YSTYRIWCH...

- Who might MAT learners be in Music?
- Are there any barriers for teachers for stretching MAT students?

Pwy allai fod yn ddysgwyr MATH mewn Cerddoriaeth?

A oes unrhyw rwystrau i athrawon ar gyfer ymestyn myfyrwyr MATH?

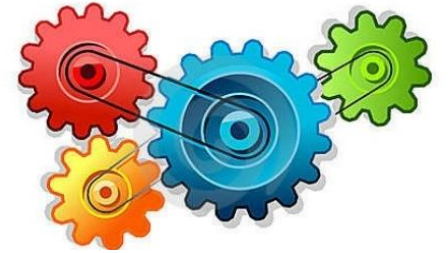


Some ideas - providing differentiated
activities / extending provision

Rhai syniadau - darparu gweithgareddau
gwahaniaethol / ymestyn darpariaeth

Stepped Activities:

Practical Activities



Tasks which contain a series of separate elements, the difficulty level of which gradually increases.

Adapted from Gershon (2013)

Part 1: Write an email to a friend explaining the features of Romantic music.

Part 2: Analyse the information provided about Romantic music. How does this information relate to what you already know about Romantic music? Summarise the features of Romantic music.

Part 3: Create a table outlining the similarities and differences between Grieg's *Anitra's Dance* and Manics' *Everything Must Go*.

Part 4: Imagine that you are teaching Year 9 pupils. Create a Powerpoint presentation that shows the differences between the two pieces, including structure, instrumentation and any other interesting features.

THINGS TO CONSIDER... / PETHAU I'W HYSTYRIED...

Each part of the activity needs to be more difficult than the one immediately before – this is not always easy in a subject like Music.

Those who are skilled can complete all four parts or skip the first one or two parts.

All students can be challenged and be able to experience success.

Mae angen i bob rhan o'r gweithgaredd fod yn anoddach na'r un yn union o'r blaen - nid yw hyn bob amser yn hawdd mewn pwnc fel Cerddoriaeth.

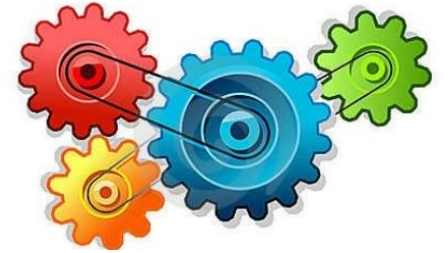
Gall y rhai sy'n fedrus gwblhau pob un o'r pedair rhan neu hepgor yr un neu ddwy ran gyntaf.

Gall pob myfyriwr gael ei herio a gallu profi llwyddiant.

Choose your option:

Provide students with a range of options from which they might choose in order to complete a task:

Practical Activities



‘Romantic music is more interesting than minimalism’

Respond to the statement using any two of the following options:

- Write an essay
- Create an extended cartoon strip
- Make a poster for or against the statement
- Create a short radio interview focusing on two different views of the statement
- Draft a speech to put your view across, using additional research you have done

THINGS TO CONSIDER... / PETHAU I'W HYSTYRIED...

You should ensure that students can produce responses which are suitably varied so that they can think about the same thing from different perspectives – this may help their understanding.

Students can opt for the task which will play to their strengths

BUT...

don't allow this too often – pupils also need to be challenged.

Dylech sicrhau bod myfyrwyr yn gallu cynhyrchu ymatebion sy'n addas o amrywiol fel y gallant feddwl am yr un peth o wahanol safbwyntiau – gallai hyn fod o gymorth i'w dealltwriaeth.

Gall myfyrwyr ddewis y dasg a fydd yn chwarae i'w cryfderau

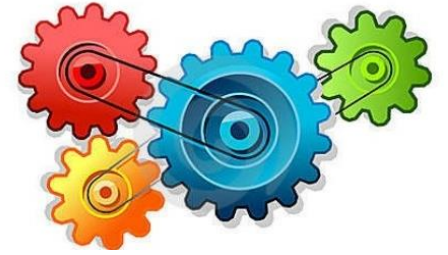
OND...

peidiwch â chaniatáu hyn yn rhy aml - mae angen herio disgyblion hefyd.

Activity Stations / Carousel:

Set up a number of activities around the room – each station should have a different resource and/or task attached to it.

Practical Activities



‘The orchestra’

Activity Stations could include:

- Card sort – instruments and sections of the orchestra
- Jigsaw – pupils to put instruments in correct section and the sections in the correct place
- Laptop with video on it (such as You Tube/BBC Bitesize) – template for pupils to answer key questions
- Interactive handout
- Newspaper/BBC article
- etc...

THINGS TO CONSIDER... / PETHAU I'W HYSTYRIED...

- Put students into groups (mixed ability??? – consider the benefits and challenges of this) and assign each group to a station
- Rotate the groups after a set length of time – aim for each group to visit each station
- Pitfalls include fitting it all in to one lesson (i.e. running out of time before the last rotation has happened).
- You have to be very strict with timings.
- You need to allow time for moving within your lesson plan. Don't underestimate how much!

Rhowch fyfyrwyr mewn grwpiau (gallu cymysg??? – ystyriwch fanteision a heriau hyn) a neilltuo pob grŵp i orsaf

Cylchdroi'r grwpiau ar ôl cyfnod penodol o amser – anelwch at bob grŵp ymweld â phob gorsaf

Mae'r peryglon yn cynnwys gosod y cyfan mewn un wers (h.y. rhedeg allan o amser cyn i'r cylchdro olaf ddigwydd).

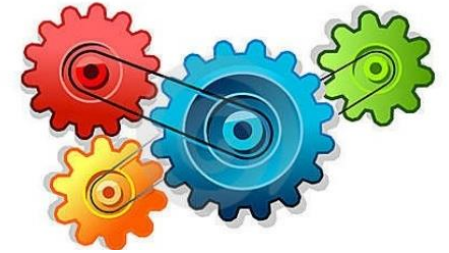
Mae'n rhaid i chi fod yn llym iawn gydag amseroedd.

Mae angen i chi ganiatáu amser i symud o fewn eich cynllun gwers. Peidiwch â bychanu faint!

Visits and visitors:

A great way of differentiating: they are interactive, a change from routine, they bring learning alive...

Practical Activities



For visits out of school...

Spend time beforehand working with students to explore ideas, people, events and concepts connected to the place you are visiting

Provide students with a worksheet they have to fill in whilst on the visit. This could be structured so as to feel like an investigation

After the event, students can follow up by creating a report, blog, website, etc. about the visit/visitor

For visitors coming into the class...

Work with students beforehand to create questions they can ask the visitor

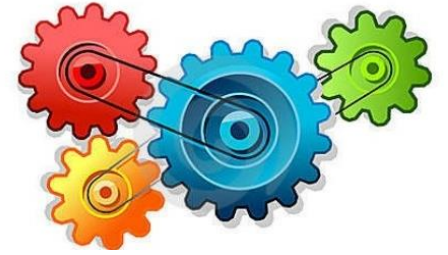
Divide your class into groups beforehand and ask each group to research a particular aspect of the topic the visitor will be talking about. This could be developed by allowing the groups to create a short presentation which could be given to the class and the visitor

Think about the places where you might take pupils on a visit (post-Covid!) and who you might invite to come to school to speak to them.

Extension tasks:

An extra activity which involves a greater degree of complexity/challenge that has gone before it.

Practical Activities



Adapted from Gershon (2013)

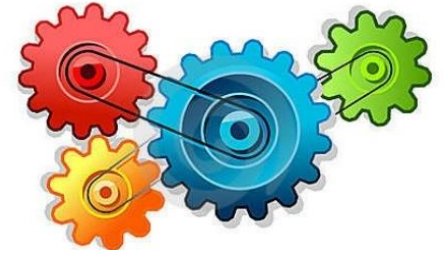
Examples...

- Provide a question which asks students to evaluate or synthesise information relating to a topic
- Students to write a GCSE exam-style question, with mark scheme
- More complicated tasks, e.g. compose in a specific structure, responding to a brief
- ‘What if...?’ questions (easier in some subjects than others)

Sentence starters:

- In my opinion...
- Many people would argue...
- The best option may be...
- On the other hand...

Practical Activities



Adapted from Gershon (2013)

Sentence starters assist students who may struggle to get started on writing. They are a way of scaffolding tasks so that students can focus on the content of their writing. Over time, students will internalise this and the scaffold may be withdrawn.

SOMETHING TO READ / RHYWBETH I'W DDARLLEN

<https://teacherhead.com/2019/01/24/rescuing-differentiation-from-the-checklist-of-bad-practice/>

EFFECTIVE
QUESTIONING

CWESTIYNU
EFFEITHIOL





Teacher Questioning... / Athro yn cwestiynu...
What could possibly go wrong? Beth allai fynd o'i le?

<https://youtu.be/yUjhSBjxuXA>



BENEFITS OF EFFECTIVE QUESTIONING

MANTEISION CWESTIYNU EFFEITHIOL

Encourages pupils to engage with their work and each other.

Helps pupils to think out loud.

Facilitates learning through active discussion.

Empowers students to feel confident about their ideas.

Improves speaking and listening skills.

Builds critical thinking skills.

Teaches respect for other people's opinions.

Helps pupils to clarify their understanding.

Motivates pupils and develops an interest of a topic.

Allows teachers to check pupils' understanding.

Annog disgyblion i ymgysylltu â'u gwaith a'i gilydd.

Helpu disgyblion i feddwl yn uchel.

Yn hwyluso dysgu drwy drafodaeth weithredol.

Mae'n grymuso myfyrwyr i deimlo'n hyderus am eu syniadau.

Gwella sgiliau siarad a gwranddo.

Meithrin sgiliau meddwl beirniadol.

Yn dysgu parch at farn pobl eraill.

Helpu disgyblion i egluro eu dealltwriaeth.

Yn ysgogi disgyblion ac yn datblygu diddordeb mewn pwnc.

Caniatáu i athrawon wirio dealltwriaeth y disgyblion.

TYPES OF QUESTIONS IN THE CLASSROOM: CLOSED QUESTIONS

MATHAU O GWESTIYNAU YN YR YSTAFELL DDOSBARTH: CWESTIYNAU CAEEDIG

Closed questions are those that prompt a simple response, such as yes, no, or a short answer.

Cwestiynau caeedig yw'r rhai sy'n annog ymateb syml, fel ie, na, neu ateb byr.

Are you feeling better today?

Does 6 plus 7 equal 13?

Did Henry VIII have six wives?

What is the periodic symbol for potassium?

Who wrote Macbeth and Romeo and Juliet?

When was the Battle of Agincourt?

Ydych chi'n teimlo'n well heddiw?

6 a 7 yn gyfartal 13?

Ydd gan Harri VIII chwe gwraig?

Yw'r symbol cyfnodol ar gyfer potasiwm?

Ysgrifennodd Macbeth a Romeo a Juliet?

Ydodd Brwydr y Somme?

TYPES OF QUESTIONS IN THE CLASSROOM: CLOSED QUESTIONS

MATHAU O GWESTIYNAU YN YR YSTAFELL DDOSBARTH: CWESTIYNAU CAEEDIG

Are you feeling better today?

Wyt ti'n teimlo'n well heddiw?

Does 6 plus 7 equal 13?

A yw 6 a 7 yn gyfartal i 13?

Did Henry VIII have six wives?

A oedd gan Harri VIII chwe gwraig?

What is the periodic symbol for potassium?

Beth yw'r symbol cyfnodol ar gyfer potasiwm?

Who wrote Macbeth and Romeo and Juliet?

Pwy ysgrifennodd Macbeth a Romeo and Juliet?

When was the Battle of the Somme?

Pryd oedd Brwydr y Somme?

ADVANTAGES? / MANTEISION?

quick and easy to respond to

reduce confusion

useful for challenging pupils' memory
and recalling facts

Yn gyflym ac yn hawdd i ymateb

lleihau dryswch

ddefnyddiol ar gyfer herio cof
disgyblion ac i gofio ffeithiau

DISADVANTAGES? / ANFANTEISION?

pupils may try to guess what you're thinking and give an answer based on that

pupils may also become anxious that they're going to get the answer wrong = reduces their willingness to answer

limit the pupil's opportunity to expand on an answer and provide reasoning or opinion

efallai y bydd disgyblion yn ceisio dyfalu beth rydych chi'n ei feddwl a rhoi ateb yn seiliedig ar hynny

efallai y bydd disgyblion hefyd yn pryderu eu bod yn mynd i gael yr ateb yn anghywir = yn lleihau eu parodrwydd i ateb

cyfyngu ar gyfle y disgybl i ymhelaethu ar ateb a rhoi rhesymeg neu farn

TYPES OF QUESTIONS IN THE CLASSROOM: OPEN QUESTIONS

MATHAU O GWESTIYNAU YN YR YSTAFELL DDOSBARTH: CWESTIYNAU AGORED

What did you think of Romeo and Juliet?

What message was Shakespeare trying to portray through Macbeth's descent into insanity?

How did you interpret the ending of the film?

Explain the importance of the Somme.

Describe the role of the nurse in the play.

Open questions are those that require a deeper level of thinking and often prompt a lengthier response.

Cwestiynau agored yw'r rhai sydd angen lefel ddyfnach o feddwl ac yn aml yn ysgogi ymateb mwy hir.

Pa bwrdd chi'n ei feddwl o ddiwedd y ffilm?

Pa ffaith Shakespeare yn ceisio ei ddarparu drwy drwy dras Macbeth i fod yn dda?

Pa bwrdd chi ddehongli diwedd y ffilm?

Pa bwrdd chi ddehongli Brwydr y Somme.

Pa bwrdd chi ddehongli rôl inswlin yn y corff.

TYPES OF QUESTIONS IN THE CLASSROOM: OPEN QUESTIONS

MATHAU O GWESTIYNAU YN YR YSTAFELL DDOSBARTH: CWESTIYNAU AGORED

What did you think of the ending of Romeo and Juliet?

What message was Shakespeare trying to portray through Macbeth's descent into insanity?

How did you interpret the end of the film?

Explain the importance of the Battle of the Somme.

Describe the role of insulin in the body.

Beth oeddech chi'n ei feddwl o ddiwedd Romeo a Juliet?

Pa neges oedd Shakespeare yn ceisio ei phortreadu trwy dras Macbeth i fod yn wallgofrwydd?

Sut wnaethoch chi ddehongli diwedd y ffilm?

Eglurwch bwysigrwydd Brwydr y Somme.

Disgrifiwch rôl inswlin yn y corff.

ADVANTAGES? / MANTEISION?

enrich the learning experience by
encouraging individual thinking

give the teacher the opportunity to
check pupils' understanding and
knowledge

allow the teacher to assess pupils' ability
to apply this knowledge

cyfoethogi'r profiad dysgu drwy annog
meddwl unigol

rhoi'r cyfle i'r athro wirio dealltwriaeth a
gwybodaeth y disgyblion

caniatáu i'r athro asesu gallu'r disgyblion
i gymhwyso'r wybodaeth hon

DISADVANTAGES? / ANFANTEISION?

more time consuming

yn cymryd mwy o amser

more difficult to confirm the knowledge
of facts

yn fwy anodd cadarnhau gwybodaeth
ffeithiau

Thinking about questioning from the start...

In *Embedded Formative Assessment* (Wiliam, 2011), the five key strategies of formative assessment are:

- Clarifying, sharing and understanding learning intentions and criteria for success
- Providing feedback that moves learners forward
- Activating learners as instructional resources for one another
- Activating learners as the owners of their learning
- Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning

How effective learning hinges on good questioning

<https://learningspy.co.uk/assessment/how-effective-learning-hinges-on-good-questioning/>

CLICK
HERE

QUESTIONING / CWESTIYNU

<https://www.youtube.com/watch?v=2QVxg-QgmOU>

5 minutes

TIPS FOR THE TEACHER / AWGRYMIADAU I'R ATHRO

Plan significant questions that provide structure and direction to the lesson.

Phrase the questions clearly and specifically.

Wait Time: Maintain silence and wait at least 5 to 10 seconds for students to respond.

Keep the discussion focused.

Follow up on students' responses and invite elaboration.

Cynlluniwch gwestiynau sylweddol sy'n rhoi strwythur a chyfeiriad i'r wers.

Disgrifiwch y cwestiynau yn glir ac yn benodol.

Arhoswch: Cadwch yn dawel ac arhoswch o leiaf 5 i 10 eiliad i ddigyblion ymateb.

Cadwch y drafodaeth yn canolbwyntio.

Dilynwch ymatebion myfyrwyr a gwahodd ymhelaethiad.

TIPS FOR THE TEACHER / AWGRYMIADAU I'R ATHRO

Stimulate the discussion with probing questions.

Periodically summarize what has been discussed.

Draw as many students as possible into the discussion.

Do not pose yes/no questions if possible, as they do little to promote thinking or encourage discussion.

Do not pose questions that are vague, ambiguous, or beyond the level of the students.

Ysgogwch y drafodaeth gyda chwestiynau treiddgar.

Crynowch yr hyn a drafodwyd o bryd i'w gilydd.

Tynnwch gymaint o fyfyrwyr â phosibl i mewn i'r drafodaeth.

Peidiwch â gofyn cwestiynau ie/na os yn bosibl, gan nad ydynt yn gwneud llawer i hyrwyddo meddwl neu annog trafodaeth.

Peidiwch â gofyn cwestiynau sy'n amwys, amwys, neu y tu hwnt i lefel y myfyrwyr.

CHARACTERISTICS OF **INEFFECTIVE** QUESTIONING...

/ **NODWEDDION CWESTIYNU ANEFFEITHIOL...**



- Questions are a parade of 'closed' questions which aren't leading anywhere
- Questions are outside the experience of the pupils ("What story was on the news last week?")
- Answers to questions with multiple probabilities are rejected because they are not what the teacher had in mind
- Time is devoted to questions which seek low-level information.

Mae cwestiynau'n orymdaith o gwestiynau 'caeedig' nad ydynt yn arwain yn unrhyw le

Mae'r cwestiynau y tu allan i brofiad y disgyblion ("Pa stori oedd ar y newyddion wythnos diwethaf?")

Gwrthodir atebion i gwestiynau â sawl tebygolrwydd oherwydd nad ydynt yn beth oedd gan yr athro mewn golwg

Mae amser yn cael ei neilltuo ar gyfer cwestiynau sy'n ceisio gwybodaeth lefel isel.

CHARACTERISTICS OF **INEFFECTIVE** QUESTIONING...

/ **NODWEDDION CWESTIYNU ANEFFEITHIOL...**

- Simple, superficial answers are praised – which creates a low-level expectation atmosphere
- Questions are directed only to those with their hands up, leaving the majority of the class unchallenged
- Questions don't have a follow-up question to probe the thought process
- Pupils who shrug and say "I dunno" are allowed to!

Canmolir atebion syml, arwynebol – sy'n creu awyrgylch disgwyliad lefel isel

Cyfeirir cwestiynau at y rhai sydd â'u dwylo yn unig, gan adael y rhan fwyaf o'r dosbarth heb eu herio

Nid oes gan gwestiynau gwestiwn dilynol i ymchwilio i'r broses feddwl

Caniateir i ddisgyblion sy'n sgrechian ac yn dweud "I dunno" wneud hynny!



Source:

<https://www.highspeedtraining.co.uk/hub/what-is-effective-questioning/>



TIPS & TECHNIQUES FOR ASKING EFFECTIVE QUESTIONS IN THE CLASSROOM AWGRYMIADAU A THECHNEG AU AR GYFER GOFYN CWESTIYNAU EFFEITHIOL YN YR YSTAFELL DDOSBARTH

IMPLEMENT A 'NO HANDS UP' POLICY

GWEITHREDU POLISI 'DIM DWYLO' I FYN

Rather than having students volunteer to answer questions, you should offer the question to the entire class and then pick a pupil to answer.

Make students aware of the fact they may be called upon so they can begin to think through and prepare their answer.

If pupils are aware that you may select them, there'll be much higher levels of engagement.

Yn hytrach na chael disgyblion i wirfoddoli i ateb cwestiynau, dylech gynnig y cwestiwn i'r dosbarth cyfan ac yna dewis disgybl i'w ateb.

Gwnewch y disgyblion yn ymwybodol o'r ffaith y gellir galw arnynt fel y gallant ddechrau meddwl a pharatoi hateb.

Os yw'r disgyblion yn ymwybodol y gallwch eu dewis, bydd lefelau ymgysylltu llawer uwch.



**THIS IS A
NO HANDS
CLASSROOM**

INTRODUCE A WAIT TIME CYFLWYNO AMSER AROS

A wait time refers to the amount of time you wait from asking a question to when a student speaks.

This time gives students time to think and rehearse their answers before speaking up.

As a result, you'll see improvements in student retention, more considered and lengthier answers, and higher levels of student-to-student interaction.

Students failing to respond will also decrease.

Mae amser aros yn cyfeirio at faint o amser rydych chi'n aros o ofyn cwestiwn i pryd mae myfyriwr yn siarad.

Mae'r amser hwn yn rhoi amser i ddisgyblion feddwl ac ymarfer eu hatebion cyn siarad.

O ganlyniad, byddwch yn gweld gwelliannau o ran dal sylw disgyblion, atebion mwy ystyriol a hir, a lefelau uwch o ryngweithio rhwng myfyrwyr a myfyrwyr.

Bydd myfyrwyr sy'n methu ymateb hefyd yn gostwng.



PLAN AHEAD

CYNLLUNIWCH YMLAEN LLAW

When you're creating your lesson plans, consider what type of questions you want to ask.

Plan which parts of content you want to ask about and when you're going to ask them, then write them down.

This will help you to keep the lesson on track and achieve your desired learning outcomes.

Pan fyddwch yn creu eich cynlluniau gwersi, ystyriwch pa fath o gwestiynau yr hoffech eu gofyn.

Cynllunio pa rannau o'r cynnwys rydych chi am ofyn amdany'n nhw a phryd rydych chi'n mynd i'w holi, yna ysgrifennwch nhw i lawr.

Bydd hyn yn eich helpu i gadw'r wers ar y trywydd iawn a chyflawni eich canlyniadau dysgu dymunol.



USE A MIX OF QUESTIONS

DEFNYDDIO CYMYSGEDD O GWESTIYNAU

Open and closed questions are both beneficial for different purposes.

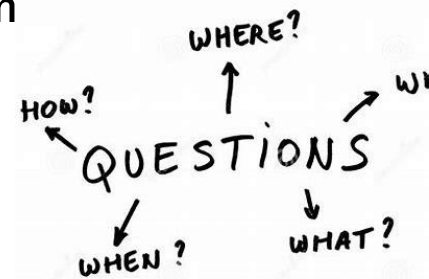
While open questions give students the opportunity to provide detail and reasoning, closed questions are useful for quick fact checks and moving the lesson forward.

Therefore, you should vary your questions and use both open and closed questions depending on your reason for asking.

Mae cwestiynau agored a chaeedig yn fuddiol i wahanol ddibenion.

Er bod cwestiynau agored yn rhoi cyfle i fyfyrwyr ddarparu manylion a rhesymu, mae cwestiynau caeedig yn ddefnyddiol ar gyfer gwiriadau ffeithiau cyflym a symud y wers ymlaen.

Felly, dylech amrywio eich cwestiynau a defnyddio cwestiynau agored a chaeedig yn dibynnu ar eich rheswm dros ofyn.



GET PUPILS TO ASK QUESTIONS

GOFYNNWCH I'R DISGYBLION OFYN CWESTIYNAU

This gets all students involved and thinking: the students who ask questions will be thinking about what to ask, and those who are asked will have to formulate an answer.

Mae hyn yn cael yr holl ddisgyblion i gymryd rhan a meddwl: bydd y disgyblion sy'n gofyn cwestiynau yn meddwl am beth i'w ofyn, a bydd yn rhaid i'r rhai sy'n cael eu holi lunio ateb.



PREPARE FOLLOW-UP QUESTIONS

PARATOI CWESTIYNAU DILYNOL

Prepare a good stock of follow-up questions that you can use if you want a student to expand on their answer.

E.g.: "What makes you think that?" "How do you know that?" and "What if ...?"

These extend responses and propose a deeper level of thinking.

Asking questions like "How did you reach that conclusion?" makes students work through their decision-making process.

Paratowch stoc dda o gwestiynau dilynol y gallwch eu defnyddio os ydych am i fyfyrwr ehangu ar ei ateb.

E.e.: "Beth sy'n gwneud i chi feddwl am hynny?" "Sut ydych chi'n gwybod hynny?" a "Beth os ...?"

Mae'r rhain yn ymestyn ymatebion ac yn cynnig lefel ddyfnach o feddwl.

Mae gofyn cwestiynau fel "Sut wnaethoch chi ddod i'r casgliad hwnnw?" yn gwneud i fyfyrwyr weithio trwy eu proses benderfynu.



GET PUPILS TO QUESTION THEMSELVES

GOFYNNWCH I'R DISGYBLION GWESTIYNU EU HUNAIN

At the beginning of a lesson, ask students in groups what they would like to learn more about or if there's any confusion they need you to clear up.

This will help to stimulate their interest and allow you to assess what they already know about a topic.

It will also get them to challenge their own thinking and consider what they know.

Ar ddechrau gwers, gofynnwch i ddisgyblion mewn grwpiau beth yr hoffent ddysgu mwy amdano neu a oes unrhyw ddryswch sydd ei angen arnynt i glirio.

Bydd hyn yn helpu i ysgogi eu diddordeb ac yn eich galluogi i asesu'r hyn y maent eisoes yn ei wybod am bwnc.

Bydd hefyd yn eu cael i herio eu meddwl eu hunain ac ystyried yr hyn maen nhw'n ei wybod.



DON'T DISMISS ANSWERS

PEIDIWCH Â GWRTHOD ATEBION

Every contribution is valuable, even if the answer isn't necessarily correct. Show appreciation for any answer and offer appropriate praise based on the quality of answer.

If a student answers incorrectly, use a follow up question such as "What made you think that?". This gives students the opportunity to think through their thought process and allows you to address any confusion.

Mae pob cyfraniad yn werthfawr, hyd yn oed os nad yw'r ateb o reidrwydd yn gywir. Dangos gwerthfawrogiad o unrhyw ateb a chynnig canmoliaeth briodol yn seiliedig ar ansawdd yr ateb.

Os yw disgyblion yn ateb yn anghywir, defnyddiwch gwestiwn dilynol fel "Beth wnaeth i chi feddwl hynny?". Mae hyn yn rhoi cyfle i ddisgyblion feddwl am eu proses feddwl ac yn eich galluogi i fynd i'r afael ag unrhyw ddryswch.



RESOURCES FOR QUESTIONING

ADNODDAU AR
GYFER CWESTIYNU



WHY MINI-PLENARIES ARE A WASTE OF TIME - DAVID DIDAU

<https://learningspy.co.uk/learning/mini-plenaries-waste-time/>

To clarify:

- Pausing to check students have understood is an integral part of teaching. There is no earthly need to refer to this as a mini-plenary: let's just call it teaching.
- Not all checking activities are bad per se. *Some may be excellent*, but all will have a cost. Make sure the cost is worth it.
- If you want to avoid privileging short-term performance over learning, it's probably better to wait at least until next lesson to see what students have retained.
- No mini-plenary activity, whatever it's called, should ever be mandated. Any school leader who takes this approach is either ignorant or stupid. Neither ignorance nor stupidity are desirable leadership qualities.

QUESTIONING / CWESTIYNU

<https://www.teachermagazine.com.au/articles/teacher-podcast-dylan-wiliam-on-effective-questioning-in-the-classroom>

Dylan Wiliam Podcast

20 minutes

QUESTIONING STRATEGIES

STRATEGAETHAU CWESTIYNU

http://atascocitayouth.weebly.com/uploads/1/5/8/2/15828778/questioning_strategies.pdf

Taken from Teach Like a Champion, Doug Lemov

QUESTIONING / CWESTIYNU

<https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/>

MUSICAL ELEMENTS UNIT OF WORK

UNED WAITH ELFENNAU CERDDOROL

Go to / Ewch i:

* Moodle

* Music Unit of Work



CONSIDER (1) – THE CONTENT:

YSTYRIWCH (1) – Y CYNNWYS:

1. Do you think that the unit of work will maintain pupils' interest?
2. What exactly will pupils learn in each lesson? (i.e. what is the learning objective?)
3. Is there individual work/paired work/group work/whole class work? Is there a good balance between these things OR is there more of one type of learning?
4. Is there a good balance of composing / performing / appraising OR is the focus on one or two of these?
5. Do the activities help pupils to meet the learning objective (i.e. the intended learning) in each lesson?
6. Will the resources that have been noted help them to meet the learning objective ?

CONSIDER (2) — THE ASSESSMENT/PROGRESSION: YSTYRIWCH (2) — YR ASESAD/CYNNYDD:

7. Do the assessment opportunities allow the teacher to assess pupils' progress?

8. Do the activities make sense? i.e.

- Do they move in a reasonable manner between one activity and the next?
- Can you see **clear progression** between one lesson and the next?, i.e. will they use skills learnt in one lesson in the next one OR is each lesson completely different from the one that came before it?
- Do the lessons get more difficult as they go along?