



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

Y Dysgwr: Pwy ydw i'n ei addysgu?

Arweiniad aseiniad

The Learner : Who am I learning?

Assignment guidance



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

Teitl a manylion cyflwyno

Title and submission details

- Dewiswch **ymyrraeth** sydd yn cefnogi **dysgu** a **datblygiad** disgybl/grŵp o ddisgyblion. Adfyfyriwch yn **feirniadol** ar ei botensial a'r **heriau** posib all ymddangos.
- **Nifer o eiriau: 2,750 o eiriau**
- **Dyddiad cyflwyno:**
9/12/26
(23.59 p.m.)
- Choose an **intervention** that supports the **learning** and **development** of a pupil / group of pupils. Reflect **critically** on its potential and the possible **challenges** that may arise.
- **Word Count: 2,750 words**
- **Submission date:**
9/12/26
(23.59 p.m.)

Manylion aseiniad

Assignment details

- Dewiswch unigolyn neu grŵp o blant penodol rhwng **7 ac 11** oed. Rhowch drosolwg o'u cefndir e.e. oed, rhyw, lefel datblygiad, unrhyw wybodaeth berthnasol arall.
- Eglurwch pa agwedd o ddysgu neu ddatblygiad rydych chi am ei dargedu a pham e.e. iaith a llythrennedd, corfforol, emosiynol, cymdeithasol, gwybyddol, ymddygiad, lles, MATH ADY a.y.y.b
- Choose a specific individual or group of children aged **7 to 11** years. Provide an overview of their background e.g. age, gender, level of development, any other relevant information.
- Explain which aspect of learning or development you want to target and why e.g. language and literacy, physical, emotional, social, cognitive, behaviour, wellbeing, MAT, ALN etc.

Manylion aseiniad

Assignment details

- Dewiswch ymyrraeth addas ar gyfer eich plentyn/grŵp gan esbonio pam y dewisoch yr ymyrraeth hyn yn benodol, sut y byddwch yn ei weithredu a phwy fydd yn gyfrifol am hynny. Gwerthuswch hyn yn feirniadol gan ystyried y rhinweddau cadarnhaol a'r agweddau negyddol all godi wrth ei weithredu. Gallwch gyfiawnhau eich dewis trwy adfyfrio ar arfer dda a arsylwyd ar PAP neu o ymchwil e.e. Estyn, EEF ac ati.
- Choose a suitable intervention for your child / group explaining why you specifically chose this intervention, how you will implement it and who will be responsible. Critically evaluate this, considering the positive qualities and negative aspects that can arise in its implementation. Justify your choice by reflecting on good practice observed on PTE or from research e.g. Estyn, EEF etc.

Manylion aseiniad

Assignment details

- Trwy gydol yr aseiniad, cofiwch ddangos gwybodaeth a dealltwriaeth gadarn o **ddatblygiad plant** a'r **athroniaeth** sy'n sail i hynny, pam mae'n bwysig cefnogi cynnydd yn eu dysgu a'u datblygiad a beth yw'r goblygiadau ar gyfer athrawon a staff ysgol.
- Cefnogwch eich safbwyntiau gyda chyfeiriadau at **ddarllen cefndirol** ac **ymchwil cyfredol** trwy gydol yr aseiniad.
- Throughout the assignment, demonstrate a sound knowledge and understanding of **child development** and the underpinning **theory**, why it is important to support progress in learning and development and the implications for teachers and school staff.
- Support your views throughout the assignment with references to **background reading** and **current research**.

Ymgysylltu â llenyddiaeth

Engagement with literature

- Defnyddiwch nodiadau a deunydd darllen o ddarlithoedd, deunydd ychwanegol a lwythwyd ar Moodle a llyfrau o restr ddarllen y modwl yn ymwneud â datblygiad plant a'r maes dewisol ar gyfer ymyrraeth. Dangoswch dystiolaeth hefyd o ddarllen cyfredol ehangach a ffynonellau a gyrchwyd yn annibynnol gan gynnwys llyfrau a chylchgronau academiaidd. Cyfeirnodwch pob ffynhonnell gwybodaeth gan ddilyn confensiynau'r dull Harvard a chynnwys rhestr gyfeirnodï ar ddiwedd yr aseiniad - defnyddiwch Lawlyfr Canllawiau Cyfeirnodï'r Brifysgol ar gyfer hyn.
- *Use notes and reading material from lectures, additional material uploaded on Moodle and books from the module reading list relating to child development and the chosen area for intervention. Show evidence also of wider reading and independently sourced current sources including academic books and journals. Reference all sources of information following the conventions of the Harvard style of referencing and include a reference list at the end of the assignment - use the University's Referencing Guidelines Handbook for this.*

MEINI PRAWF ASESU GENERIG

Lefel 5

Yn unol â'r *Framework for Higher Education Qualifications*, ar ddiwedd Lefel 5 disgwylir y bydd myfyrwyr wedi datblygu gwybodaeth gadarn a dealltwriaeth feiriadol o'r cysyniadau a'r egwyddorion sefydledig yn eu maes astudiaeth, ac o'r modd y datblygwyd yr egwyddorion hynny. Byddant wedi dysgu cymhwyso'r cysyniadau a'r egwyddorion hynny'n fwy eang y tu allan i'r cyd-destun lle y'u hastudiwyd yn gyntaf, gan gynnwys, pan fo'n briodol, cymhwyso'r egwyddorion hynny mewn cyd-destun cyflogaeth. Bydd ganddynt wybodaeth am y prif ddulliau ymholi yn y maes pwnc, a gallu i werthuso'n feiriadol ddulliau gwahanol o ddatrys problemau. Byddant yn meddu ar ddealltwriaeth o'r cyfyngiadau ar eu gwybodaeth, a'r modd y mae hyn yn dylanwadu ar eu dadansoddiadau a'u dehongliadau. Byddant yn gallu defnyddio ystod o dechnegau sefydledig i gychwyn ac ymgymryd â dadansoddiad beiriadol o wybodaeth, ac i gynnig atebion i broblemau sy'n deillio o'r dadansoddiad hwnnw. Byddant yn gallu cyfleu gwybodaeth, dadleuon a dadansoddiad yn effeithiol ar amrywiaeth o ffurfiau i gynulleidfaoedd arbenigol ac anarbenigol, a defnyddio technegau allweddol y ddisgyblaeth yn effeithiol. Byddant yn gallu ymgymryd â hyfforddiant pellach, datblygu sgiliau cyfredol, ac ennill cymwyseddau newydd a fydd yn eu galluogi i dderbyn cyfrifoldebau sylweddol o fewn sefydliadau. Bydd ganddynt y rhinweddau a'r sgiliau trosglwyddadwy angenrheidiol ar gyfer cyflogaeth sy'n gofyn am arfer cyfrifoldeb personol a gwneud penderfyniadau.

Lefel 5	METHU	METHU FFINIOL	BODDHAOL (3 ^{ydd} / Llwyddo)	DA (2.2 / Llwyddo)	DA IAWN (2.1 / Teilyngdod)	RHAGOROL (1 ^{af} / Rhagoriaeth)	EITHRIADOL (1 ^{af} / Rhagoriaeth)
Categori	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Ymgysylltu â llenyddiaeth (yn cynnwys darllen, cyfeirnod, arferion academaidd a gonestrwydd academaidd)	Fawr ddim neu ddim tystiolaeth o ddarllen a/neu mae dibyniaeth ar ffynonellau amhriodol. Safbwyntiau a chanfyddiadau ar y cyfan heb gefnogaeth ac yn anawdurdodol. Defnyddir arferion cyfeirnod mewn modd anghydlynol neu ar y cyfan maent yn absennol.	Ymgysylltu gwael â darllen hanfodol. Dim tystiolaeth o ddarllen ehangach. Yn dibynnu ar ffynonellau amhriodol, a/neu yn defnyddio ffynonellau'n ddiofal. Yn ddiibynnol iawn ar wybodaeth a gafwyd drwy gyswllt â'r dosbarth. Defnydd anghyson a gwan o gyfeirnod.	Ymgysylltu ag ystod gyfyngedig o ffynonellau perthnasol a chredadwy ar y cyfan. Peth esgeulustod a mân wallau. Arferion cyfeirnod i'n amlwg ond heb eu cymhwyso'n gywir nac yn gyson bob tro.	Ymgysylltu ag ystod briodol o lenyddiaeth, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Rhywfaint o orddibyniaeth ar destunau. Gall y cyfeirnod ddangos mân anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod eang o lenyddiaeth, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Detholiad o ffynonellau perthnasol a chredadwy. Defnydd da iawn o gyfeirnod, â fawr ddim/dim anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod helaeth o lenyddiaeth berthnasol a chredadwy. Cymhwyso cyfeirnod i'n gyson gywir.	Ymgysylltu eithriadol ag ystod helaeth o lenyddiaeth berthnasol a chredadwy. Sgiliau cyfeirnod lefel uchel wedi'u cymhwyso'n gyson.

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

Gwybodaeth a Dealltwriaeth

Knowledge and Understanding

- Dylech arddangos gwybodaeth a dealltwriaeth gadarn a chynhwysfawr o'r theori sydd yn sail i ddatblygiad cyfannol plant rhwng 7 ac 11 oed a rhai o'r tensiynau sydd yn codi rhyngddynt e.e. cam neu oed datblygiad, natur neu fagwraeth ac ati. Dylech hefyd fedru esbonio sut mae elfennau o athroniaeth berthnasol e.e. adeileddol, ymddygiadol, dynol ac ati, yn sicrhau cynnydd yn nysgu a datblygiad plant yr oedran hyn. Amlinellwch hefyd ymyrraeth addas i'w cefnogi i symud ymlaen gan ddangos ymybyddiaeth gadarn o sut y gellid gweithredu hwn yn eich cyd-destun chi.
- *You should demonstrate sound and comprehensive knowledge and understanding of the theories that underpin the holistic development of 7 to 11 year olds and some of the tensions that arise between them e.g. stage or age of development, nature v. nurture etc. You should also be able to explain how elements of a relevant theory e.g. constructivist, behaviourist, humanistic etc. ensures progress in the learning and development of children of this age. Outline also a suitable intervention to support a pupil/pupils in moving forward, showing a sound awareness of how this could be applied in your context.*

Sgiliau Gwybyddol a Chymdeithasol

Cognitive and Intellectual Skills

- Esboniwch pam y dewiswyd yr ymyrraeth benodol yma ar gyfer yr unigolyn/ grŵp, sut y caiff ei weithredu, gan bwy, a sut y gwyddoch chi ei fod yn addas ac effeithiol. Dylech gyfiawnhau eich dewis o ymyrraeth gan werthuso'n feirniadol ei gryfderau a'i wendidau o ran sicrhau cynnydd plant. Dadansoddwch yn feirniadol ei effeithlonrwydd fel ymyrraeth ar sail tystiolaeth o ymchwil neu drwy adfyfrio ar brofiadau personol.
- *Explain why this particular intervention was chosen for the individual / group, how it could be implemented, by whom, and how you would know whether it is appropriate and effective. You should justify your choice of intervention and critically evaluate its strengths and weaknesses in ensuring children's progress in the classroom. Critically analyse its effectiveness as an intervention based on evidence from research or through reflection on personal experiences.*

Sgiliau Ymarferol

Practical Skills

- Dylech arddangos sut mae rhai o'r theoriau datblygiad plant a gyflwynwyd yn ystod y modwl yn cysylltu gydag ymarfer ar lawr y dosbarth. Amlygwch hyn wrth werthuso a thrafod cryfderau a gwendidau yr ymyrraeth a ddewiswyd gan ystyried yr heriau posib all godi wrth ei weithredu. Gallwch gyfeirio yn ogystal at bolisiau ac enghreifftiau o arfer dda mewn ysgolion, e.e. PAP neu astudiaethau achos Estyn, os yw hynny'n berthnasol.
- *You should demonstrate how some of the theories of child development introduced during the module link to classroom practice. Highlight this when evaluating and discussing the strengths and weaknesses of the chosen intervention and in considering the potential challenges that may arise in its implementation. You can also refer to policies and examples of good practice in schools, e.g. PTE or Estyn case studies, if applicable.*

Sgiliau Trosglwyddadwy

Transferable Skills

- Ysgrifennwch mewn arddull academaidd ffurfiol a defnyddiwch berson cyntaf y ferf i adfyfrio yn unig. Ceisiwch strwythuro'ch gwaith yn glir a rhesymegol a chyflwynwch mewn iaith gywir a graenus gan ddefnyddio rhaglen megis Cysill i sicrhau cywirdeb. Os ydych yn cyfeirio at brofiadau PAP yna glynwch at gonfensiynau moesegol gan sicrhau anhysbysrwydd i bob sefydliad ac unigolyn. Er mwyn arddangos ymdrech i wella sgiliau personol, cofiwch ddefnyddio'r templed cyflwyno aseiniad (ar Moodle).
- Write in a formal academic style and use the first person of the verb for reflection only. Try to structure your work clearly and logically and present it in accurate and standard language using Spellchecker to ensure accuracy. If you refer to PTE experiences, then adhere to ethical conventions and ensure anonymity for all schools and individuals. To demonstrate your effort to improve personal skills, remember to use the assignment submission template (available on Moodle).

Templed aseiniad Assignment Template

Cydnabyddiaeth Deallusrwydd Artiffisial

Rwy'n cadarnhau nad wyf wedi defnyddio unrhyw offer DA wrth ymchwilio a chreu'r aseiniad hwn.

Rwy'n cadarnhau nad wyf wedi cyflwyno unrhyw ddeunyddiau a gynhyrchwyd gan DA fel fy ngwaith fy hun.

Rwy'n cadarnhau bod gennyf gopïau o'm drafftiau, fy nodiadau, ac adnoddau eraill a ddefnyddiais, y gellir gofyn i mi eu darparu fel tystiolaeth

NEU

Rwy'n cydnabod y defnydd o [Offeryn deallusrwydd artiffisial] ([url](#) yr offeryn deallusrwydd artiffisial) ar [Dyddiad] i [Diben fy ngwaith]. Defnyddiais yr anogwr(wyr):

1. [Anogwr]
2. [Anogwr]
3. [Anogwr]

Rwy'n cadarnhau nad ydw i wedi cyflwyno unrhyw destun deallusrwydd artiffisial cynhyrchiol fel fy ngwaith fy hun. Rwy'n cadarnhau bod gennyf gopïau o'm drafftiau, fy nodiadau, ac unrhyw adnoddau eraill y defnyddiais cyn ac ar ôl defnyddio offer deallusrwydd artiffisial y gellir gofyn i mi eu darparu fel tystiolaeth.

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

OR:

I acknowledge the use of [AI Tool] [(AI Tool [url](#))] on [Date] to [Purpose my work]. I used the prompt(s):

1. [Prompt]
2. [Prompt]
3. [Prompt]

I confirm that I have not presented any AI generated text as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.

Ychwanegwch eich targedau o'ch aseiniad diwethaf (Ond yn berthnasol os yr ydych wedi cwblhau aseiniad) / Please add your targets from the previous assignment (Only relevant if you have completed an assignment)

Targedau / Targets	Sut rydych wedi gweithio ar hwn / How you have worked on this	Ceir enghraifft ar / An example can be found on
Targed/Target 1		
Targed/Target 2		
Targed/Target 3		

This is the Header (Ariel 18, Bold Underline, 1.5 line spacing) (AssignHeader: Styles)

This is the sub header (Ariel 14, Bold, 1.5 line Spacing)
(AssignSubHeader: Styles)

This is the main font (Ariel 11, 1.5 line spacing) To use quotation style select AssignQuote from Home. (AssignBody: Styles)

This is a quotation text (Ariel 11, 1.5 line spacing, Indented paragraph on left and right by 2cm) (AssignQuote: Styles)

Once you type the enter key from the quotation it will automatically switch to the main body text.

Cyflwyniad

Introduction

- rhowch drosolwg o nod eich aseiniad yn y paragraff agoriadol.
- cyflwynwch y disgybl / disgyblion gan roi'r cyd-destun.
- rhowch drosolwg cryno o'r ymyrraeth a ddewisoch, eglurwch beth yw a pham y gwnaethoch ei ddewis - canolbwyntiwch ar sgiliau / gwybodaeth / dealltwriaeth ac ati
(tua 400 gair)

- *provide an overview of the aims of your assignment in the opening paragraph*
- *introduce the pupil/pupils and provide the context.*
- *give a concise overview of your chosen intervention, explain what it is and why you chose it – focus on skills/knowledge/ understanding etc.*
(approx. 400 words)

Prif gorff

Main body

- ymhelaethu ar sut mae plant yn dysgu ac yn datblygu o fewn yr agwedd a ddewiswyd e.e. ymddygiad, lles, llythrennedd ac ati a chysylltu â theori
- esboniwch pam mae dilyniant mewn dysgu yn bwysig a chysylltwch â disgwyliadau'r cwricwlwm
- ymhelaethwch ar yr ymyrraeth a ddewisoch - eglurwch sut y byddech chi'n ei weithredu a phwy fyddai'n gyfrifol am hynny, e.e. athro / cynorthwydd cymorth / rhieni / asiantaethau allanol ac ati.
- *elaborate on how children learn and develop within your chosen aspect e.g. behaviour, wellbeing, literacy etc. and link to theory.*
- *explain why progression in learning is important and link to curriculum expectations.*
- *elaborate on your chosen intervention – explain how you would implement it and who would be responsible e.g. teacher/support assistant/parents/outside agencies etc.*

Prif gorff (parhad)

Main body (continued)

- gwerthuswch eich ymyrraeth, gan ystyried ei gryfderau a'i gyfyngiadau posib.
- ystyriwch y goblygiadau ar gyfer addysgu a dysgu. Cefnogwch hyn gyda thystiolaeth os yn bosibl.
- ceisiwch osgoi defnyddio deunydd gwefan sy'n hyrwyddo adnoddau penodol oherwydd mae'n bosib bod rhain wedi eu anelu at ddibenion masnachol.
- cadwch ffocws glir ar eich disgybl/ion drwy'r aseiniad.
(tua 1,950 gair)
- *evaluate your intervention, considering its strengths and possible limitations.*
- *consider its implications for both teaching and learning. Evidence this if possible.*
- *avoid using website material that promotes particular resources as these may be shared for commercial purposes.*
- *keep a clear focus on your chosen pupil/pupils throughout.*
- **(approx. 1,950 words)**



Diwedd glo

Conclusion

- crynhowch eich trafodaeth at ei gilydd a nodwch y camau nesaf i'w hystyried ar gyfer y disgybl/ion a'r staff, e.e. a oes budd o gyflwyno'r ymyrraeth hon ar draws yr ysgol gyfan? A ellid cynnwys rhieni? A oes angen hyfforddiant pellach? Unrhywbeth wybodaeth arall perthnasol.

(Tua 400 gair)

- *draw your discussion together and identify the next steps for consideration for both the pupil/pupils and staff e.g. could this intervention be rolled out across the whole school? Could parents be included? Do you/staff need further training etc.?*

(approx. 400 words)

‘Top Tips!’

- Ysgrifennwch mewn arddull academiaidd, ffurfiol heblaw pan fyddwch yn adfyfyrio ar brofiadau, lle mae'n dderbyniol i ddefnyddio person cyntaf y ferf.
- Bydd yr aseiniad yn 'llifo'n' well heb is-deitlau ond defnyddiwch nifer fechan os ydy hynny'n eich helpu i drefnu'r aseiniad yn well.
- Darllenwch y meini prawf asesu generig ar gyfer lefel 5 (ar gael ar ddiwedd y fanyleb asesu ar Moodle).
- Ail-ddarllenwch canllawiau'r fanyleb asesu ar Moodle ac yn enwedig tudalennau 2, 3 & 4 a'r adrannau 'canllawiau penodol i'r asesiad hwn'. Gwnewch yn siwr fod yr holl elfennau hyn wedi'u cynnwys yn eich aseiniad - dyma'r meini prawf a ddefnyddir gan y tîm marcio wrth farcio'ch gwaith.
- *Write in a formal, academic style except when reflecting on experiences, when the first person of the verb is acceptable.*
- *The assignment will 'flow' better without subtitles but use a limited number if this helps the organisation of the assignment.*
- *Read the generic assessment criteria for level 5 (available at the end of the assessment specification sheet on Moodle).*
- *Re-read the assessment specification guidelines on Moodle, and particularly pages 2, 3 & 4 and the 'guidance specific to this assignment' sections. Make sure all these elements have been included within your assignment as these will be the criteria used by the marking team when marking your work.*



Sesiwn Holi ac Ateb

Q&A Session

