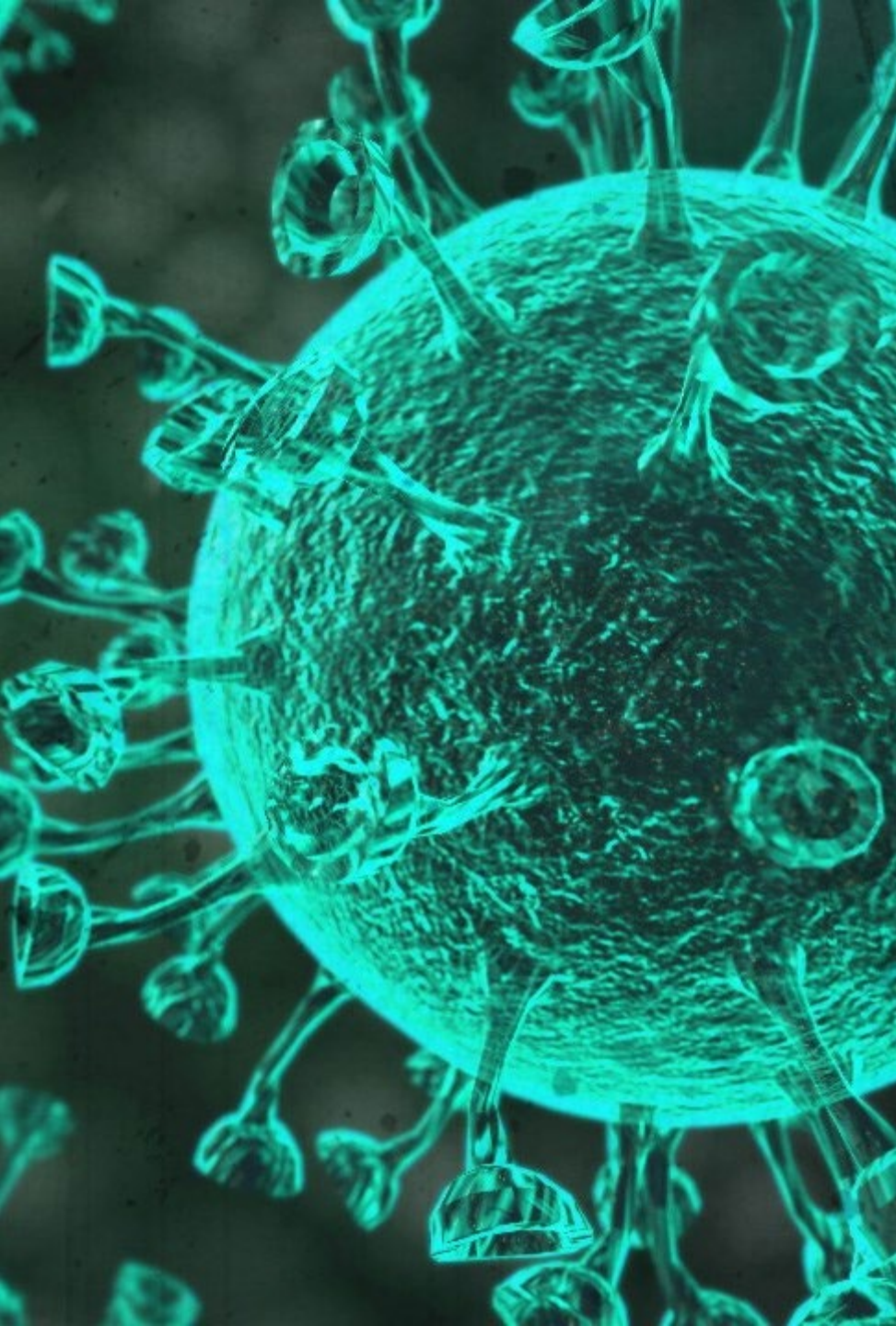


**Sesiwn 14: Adnewyddu a Diwygio
Cefnogi llesiant a chynnydd dysgwyr**

**Session 14 Renew and Reform Supporting
learners' wellbeing and progression**

A man with a beard and short hair, wearing a dark suit, white shirt, and red tie, is sitting at a wooden desk. He is looking directly at the camera with a slight smile. On the desk in front of him is a small green container holding pens. The background is a classroom with colorful decorations and a bulletin board.

Education Minister Jeremy Miles
<https://youtu.be/281dw8GSDd0?t=525>



Addysgu yn ystod (ac ar ôl) pandemig

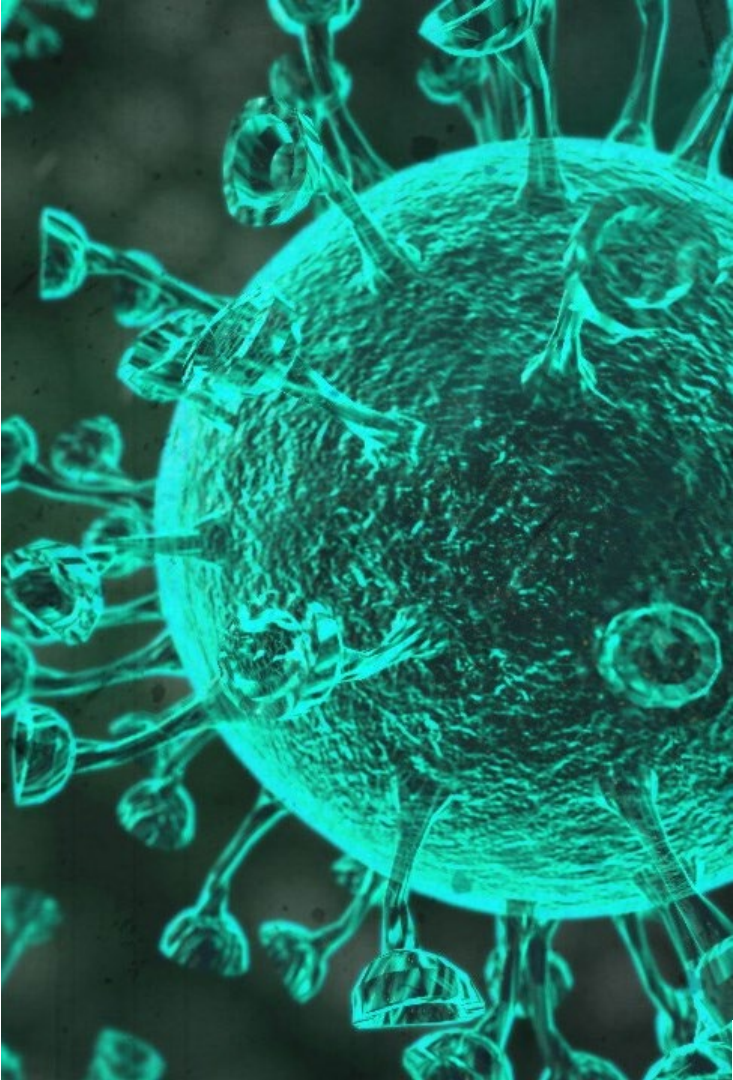
Teaching during (and after) a pandemic

Ystyriaethau:

- Effaith ar ddysgu ac addysgu
- Effaith ar yr amgylchedd dysgu
- Effaith ar y gymuned ehangach

Considerations:

- Impact on teaching and learning
- Impact on the learning environment
- Impact on the wider community



Addysgu yn ystod (ac ar ôl) pandemig Teaching during (and after) a pandemic

[COVID-19 | BERA](#)



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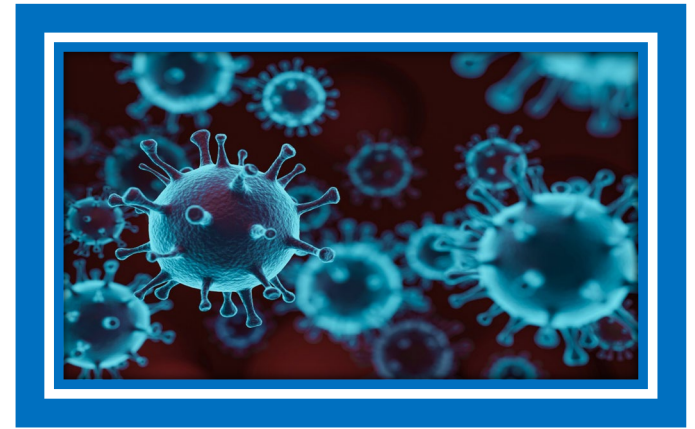
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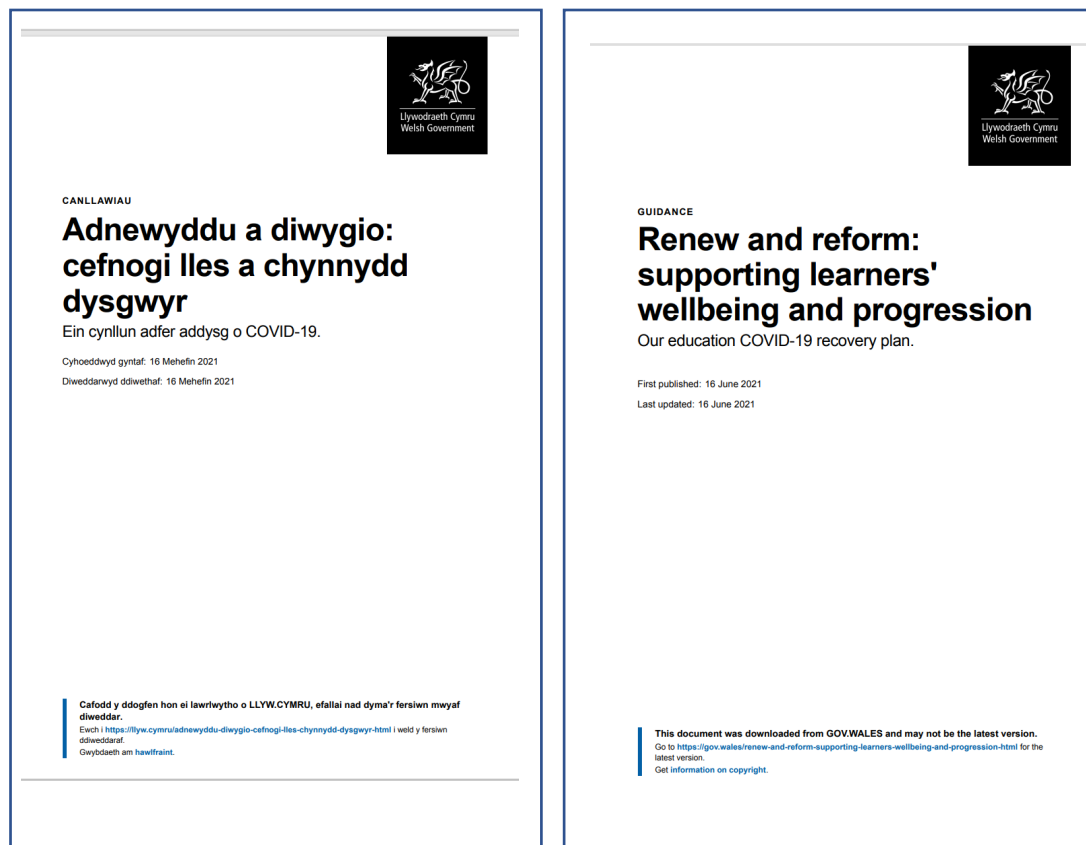
Effaith ar ddysgu ac addysgu

Impact on teaching and learning



- Colled mewn dysgu
- Learning Loss

- Bwlch cyrhaeddiad
- Attainment Gap



[Renew and reform: supporting learners' wellbeing and progression \[HTML\] | GOV.WALES](#)



Analysis of conversations: learning in the next phase (beyond COVID-19)

This report provides a summary of the key themes that were raised within and across the Beyond COVID: learning in the next phase conversations.

Part of: [Curriculum for Wales](#)

First published: 08 June 2021

Last updated: 08 June 2021



Beyond COVID: learning in the next phase: analysis of conversations

PDF 936 KB

This file may not be accessible. [Request a different format](#)

The conversations brought together education practitioners from across Wales to discuss the impact of the COVID-19 pandemic on teaching and learning.

The report is intended to provide a practical resource for practitioners, highlighting and sharing experiences, practice, and learning.

The issues, challenges, and suggestions raised by practitioners in these

[Analysis of conversations: learning in the next phase \(beyond COVID-19\) - Hwb \(gov.wales\)](#)



Dadansoddiad o'r sgysiaiu: dysgu yn y cyfnod nesaf (y tu hwnt i COVID-19)

Mae'r adroddiad hwn yn rhoi crynodeb o'r themâu allweddol a godwyd mewn sgysiaiu Y tu hwnt i COVID: dysgu yn y cyfnod nesaf ac ar draws y sgysiaiu hynny.

Rhan o: [Cwricwlwm i Gymru](#)

Cyhoeddwyd gyntaf: 8 Mehefin 2020

Diweddarwyd ddiwethaf: 8 Mehefin 2020



Y tu hwnt i COVID: dysgu yn y cyfnod nesaf: dadansoddiad o'r sgysiaiu

PDF 1.01 MB

Efallai na fydd y ffeil hon yn hygyrch. [Cais am fformat gwahanol](#)

Daeth y sgysiaiu ag ymarferwyr addysg o bob rhan o Gymru ynghyd i drafod effaith pandemig COVID-19 ar ddysgu ac addysgu.

Diben yr adroddiad yw darparu adnodd ymarferol i ymarferwyr, drwy nodi a rhannu profiadau, arferion, a pethau a ddysgir.

Mae'r problemau, yr heriau a'r awgrymiadau a godwyd gan ymarferwyr yn ystod y sgysiaiu hyn wedi llywio gwaith Llywodraeth Cymru ar faterion polisi pwysig a byddant yn parhau i wneud hynny. Mae hyn yn cynnwys datblygu

[Dadansoddiad o'r sgysiaiu: dysgu yn y cyfnod nesaf \(y tu hwnt i COVID-19\) - Hwb \(gov.wales\)](#)



National Network for Curriculum Implementation

The National Network brings together teaching professionals, experts, stakeholders, policy makers and enabling partners, including regional consortia and Estyn to identify and address the barriers to, and opportunities for, the implementation of Curriculum for Wales.

Part of [Curriculum for Wales](#)

Contents

1. [What is it?](#)
2. [Current conversations](#)
3. [Past conversations and analysis](#)
4. [Get involved](#)

Rhwydwaith Cenedlaethol ar gyfer Gweithredu'r Cwricwlwm

Bydd y Rhwydwaith Cenedlaethol yn dod â gweithwyr addysgu proffesiynol, arbenigwyr, rhanddeiliaid, gwneuthurwyr polisi a phartneriaid, gan gynnwys consortia rhanbarthol ac Estyn galluogi at ei gilydd er mwyn nodi a mynd i'r afael â'r rhwystrau a'r cyfleoedd mewn perthynas â gweithredu Cwricwlwm Cymru.

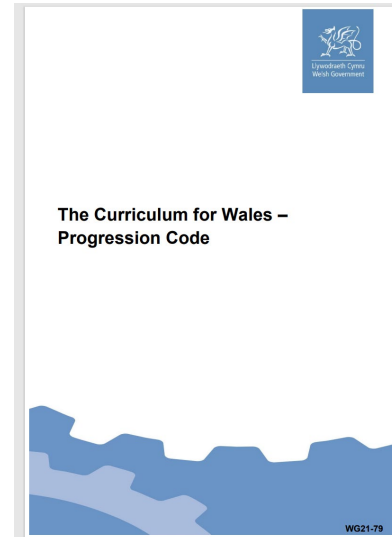
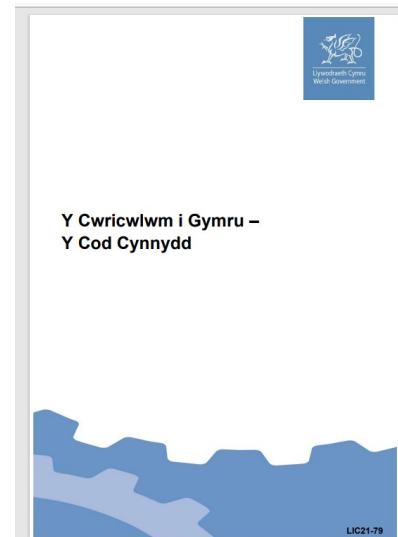
Cynnwys

1. [Beth yw e?](#)
 2. [Sgyrsiau cyfredol](#)
 3. [Sgyrsiau gorffennol a dadansoddiad](#)
 4. [Cymerwch ran](#)
-

Camau i'r Dyfodol

Amcanion/Aims: gefnogi ysgolion i greu cwricwlwm a arweinir gan y dibenion, lle mae ffocws ar broses. Support schools to build a purpose-led, process-orientated curriculum.

- **Sut ydyn ni'n deall cynnydd? How do we understand progression?**



Camau i'r Dyfodol Seminar 3

Seminar 3: Sut ydyn ni'n deall cynnydd?

Mae'r seminar hon yn archwilio sut caiff cynnydd ei ddeall fel arfer, a sut mae cynnydd yn fwy cyfannol ac yn canolbwyntio'n fwy ar y dysgwr yng Nghwricwlwm i Gymru. Mae'n archwilio syniadau cynnydd fel rhai deinamig sy'n dod i'r amlwg, a beth mae hyn yn ei olygu i gefnogi dysgwyr i wneud cynnydd.

Mae'n gorffen gyda chwestiynau i gefnogi myfyrio a thrafodaeth ar sut y gellid gwerthuso a rhannu'r darlun mwy cyfannol hwn o gynnydd gyda dysgwyr, rhieni a gofawyr, ymarferwyr eraill a phartneriaid allanol.

Gellir lawrlwytho taflen argraffadwy o'r sleidiau a ddefnyddiwyd i greu'r fideo hwn ochr yn ochr â thrawsgrifiad llawn.

Camau i'r Dyfodol
Syniadau allweddol: Seminar 3 – Sut ydyn ni'n ...

Watch Later Share

Model cynnydd dysgu Stevens et al (2009)
Stevens et al's (2009) Learning progression model

Onnd....
But...

- Mae datblygu a mireinio CD trwy eu defnyddio mewn ystafelloedd dosbarth yn adnoddau ac yn ddwys o ran amser ac mae CD yn heriol i'w dylunio (Harris et al. 2022)
- Development and refinement of LPs through use in classrooms is resource and time intensive and LPs are challenging to design (Harris et al. 2022)

Watch on YouTube

Potential order and organization of science content in the entire learning progression

Level 5
Level 4
Level 3
Level 2
Level 1

Level 3
Level 2

What instructional strategies might help students move from Level 2 to Level 3?
Assessments that characterise students' level on progression

Camau i'r Dyfodol Seminar 3

Seminar 3: How do we understand progression?

This seminar explores how progression is usually understood, and how progression is more holistic and learner-centred in Curriculum for Wales. It explores the ideas of progression as emergent and dynamic, and what this means for supporting learners to progress.

It ends with questions to support reflection and discussion on how this more holistic view of progression might be evaluated and shared with learners, parents and carers, other practitioners and external partners.

A printable handout of the slides used to create this video can also be downloaded alongside a full transcript.



Camau i'r Dyfodol

Cynnydd Dysgu i Gymru | Learning Progression for Wales

Dilyniant: sy'n dod i'r amlwg ac yn ddewis gorfodol ('o'r hunan')

- Efallai y bydd cynnydd yn cael ei ystyried yn well fel rhywbeth sy'n deillio o'r cwricwlwm, addysgeg a dysgu yn hytrach na rhywbeth sydd wedi'i fapio i feysydd cynnwys cul.
- Dilyniant fel dewis gorfodol: sut mae pob dysgwr wedi datblygu o ran yr hyn maen nhw'n ei wybod nawr ac yn gallu ei wneud ar ôl ymgysylltu â dysgu?
- Ni wnaethom osod amcanion dysgu ar ddechrau'r seminarau hyn: pa gynnydd rydych chi wedi'i wneud o ran dealltwriaeth o ddulliau prosesau, asesu a dilyniant trwy ymgysylltu â'r seminarau?
- Sut ydych chi'n gwybod eich bod wedi gwneud y cynnydd hwn?

Progression: emergent and ipsative ('of the self')

- Progression might be better thought of as emerging from curriculum, pedagogy and learning rather than as something mapped to narrow areas of content
- Progression as ipsative: how has each learner developed in terms of what they now know and can do having engaged with learning?
- We did not set learning objectives at the start of these seminars: what progress have you made in your understanding of process approaches, assessment and progression through engaging with the seminars?
- How do you know you have made this progress?