



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

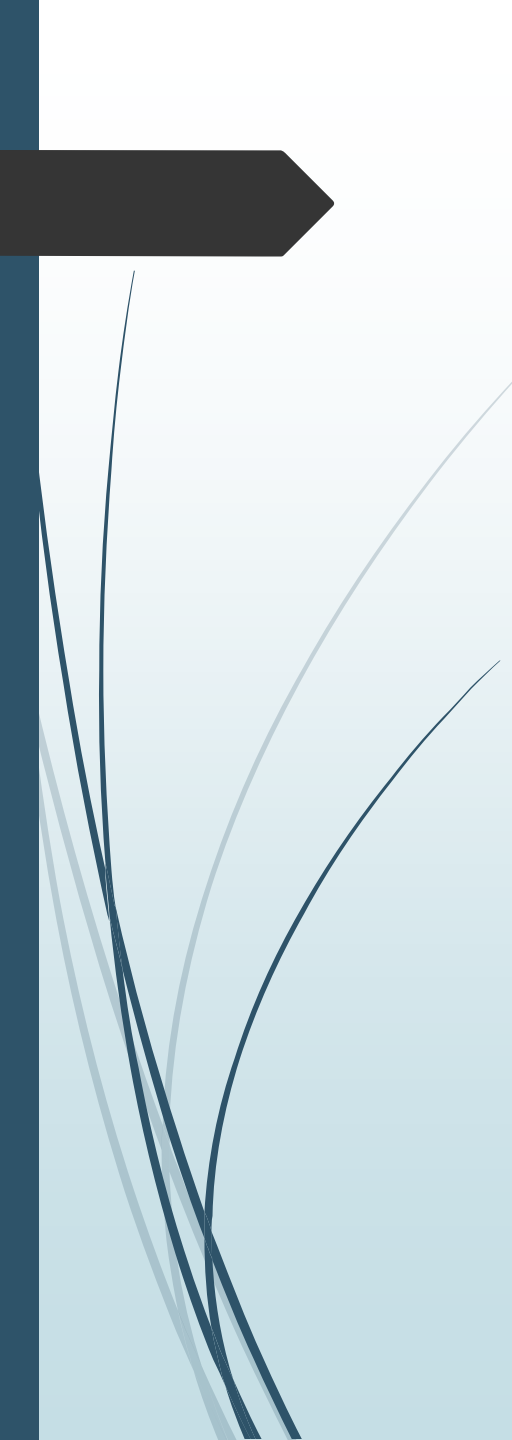
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Ymyraethau a'r profiad
PONTIO (CWRDD)

Interventions and the
BRIDGING experience
(MEET)



Nodau *Aims*

- Trosolwg o'r profiad PONTIO a gofynion y diwrnod Profi.
- Archwilio'r cysyniad o 'ymyrraeth'
- Strategaethau gweithredu
- Gwerthuso ymyrraethau mewn modd beirniadol
- *An overview of the BRIDGING experience and the requirements of the Test day.*
- *Explore the concept of 'intervention'*
- *Implementation strategies*
- *Critical evaluation of interventions*

Y profiad PONTIO
The BRIDGING experience



Dyddiadau allweddol

Key dates

7/11/25

Cwrdd

Meet

7/11/25

Profi (yn y
Ffair
Ymyraethau)

Test (in
Interventions
Fayre)

11/11/25

Rhannu

Share

Beth sydd angen i fi wneud yn ystod y cyfnod **PROFI**?

*What do I need to do during the **TEST** period ?*

- Arsylwch **3-4 ymyrraeth** yn y Ffair Ymyraethau a chwblhewch yr arsylwadau yn eich llawlyfr Cofnod Tystiolaeth Ymholi (STEER).
- Observe **3-4 interventions** in the Interventions Fayre and complete the observations in your STEER booklet.



BA2
ECAD5011C – Y Dysgwr: pwy ydw i'n addysgu?
CWRDD & RHANNU yn y Brifysgol
Cyfnod PROFÍ: 07/11/25 (Ffair Ymyraethau)



Cofnod Tystiolaeth Ymholi
Darpar Athrawon
(LLYWIO/STEER)



BA2
ECAD5011 – The Learner: who am I teaching?
MEET & SHARE at University
TEST Phase: 07/11/25
(Interventions Fayre)

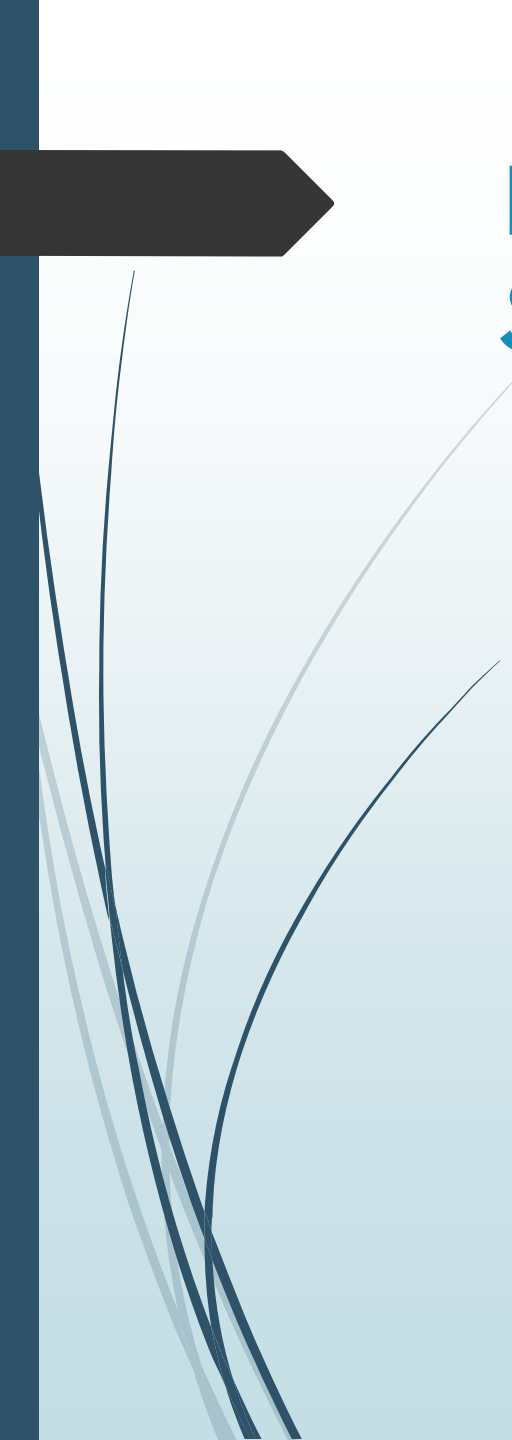


Student-Teacher Enquiry
Evidence Record (STEER)

Beth sydd angen i fi wneud ar ôl y diwrnod **PROFI?**

*What do I need to do after the **TEST** day ?*

- Cwblhewch y Templed Profiad yn seiliedig ar eich arsylwadau i'w gyflwyno yn y sesiwn **RHANNU** yn y Brifysgol. Defnyddiwch yr adran “Templed Profiad” yn eich llawlyfr Cofnod Tystiolaeth Ymholi (STEER) i ateb y canlynol:
 1. Beth wnaethoch chi a pham?
 2. Beth ydych chi wedi'i ddysgu?
- Paratowch grynodedb o'r hyn rydych wedi'i ddysgu i'w gyflwyno ar y diwrnod **RHANNU** ar 11/11/25 ar ffurf nodiadau.
- *Complete the Experience Template based on your observation to present at the **SHARE** session at University. Use the “Experience Template” section in your STEER booklet to respond to the following:*
 - *1. What did you do and why?*
 - *2. What have you learned?*
- *Prepare a summary of what you've learned to present on the **SHARE** day on 11/11/25 in note format.*



RHANNU SHARE

- Cyflwynwch eich Templed Profiad i'ch tiwtor modiwl a'ch cyfoedion yn y sesiwn **RHANNU**. Canolbwyntiwch ar “Beth rydych chi wedi'i ddysgu?”. (Dim mwy na 10 munud)
- Yn dilyn y sesiwn **RHANNU** cwblhewch yr adran ‘Beth nesaf?’ o’ch Templed Profiad yn eich llawlyfr Cofnod Tystiolaeth Ymholi (STEER). Gall hwn gael ei gopïo a’i ludo i’ch PDP.
- Gall arsylwadau o’r diwrnod **PROFI** a’r sesiwn **RHANNU** hefyd gael eu defnyddio fel enghreifftiau o arfer dda i gefnogi eich trafodaeth yn aseiniad ECAD5011C.
- *Present your Experience Template to your module tutor and peers in the **SHARE** session. Focus on “What you have learned?”. (No more than 10 minutes)*
- *Following the **SHARE** session complete the ‘What next?’ section of your Experience Template in your STEER booklet. This can be copied and pasted into your PLP.*
- *Observations from the **TEST** day and the **SHARE** session may also be used as examples of best practice to support your discussion within the ECAD5011 assignment.*



The background of the slide is a blurred, blue-tinted photograph of medical supplies. In the foreground, a white syringe lies diagonally across the frame. Several white, oval-shaped pills are scattered around it, some resting on a white, textured surface that appears to be a piece of gauze or a medical pad. The overall lighting is soft and clinical.

Ymyraethau Interventions

Trafodaeth grŵp (10 munud)

Group discussion (10 minutes)

Too many people
Staying
Wish I could hold
no friends
Can't cope
Pains my stomach
Worry for the next day when I come home
Can't eat in school because I feel sick with worry
Hard to find lessons
to love

I feel like I don't fit in at school because I am different and it's really confusing because there has been loads of assemblies about everyone being equal and how to treat everyone right but I feel like I'm not being treated properly by the people who said it. I feel like nobody understands me and so I feel like I can't show my real feelings. I also feel like I don't fit in because I'm not normal. What's it like to be normal. I just feel so alone at school. I wish there were more people like me. Assemblies and break times are too busy. I feel like I'm being surrounded by a big mob of people.

M, age 9

It is almost like everything from 9:00 to 3:20 is CONSTANTLY on my back, I could go on and on and on and on forever

I come in and there is telltales messing about in the cloakroom
I go in and we have a full R.E afternoon and my least favorite subjects because it is, from my perspective, complete and utter bullcrap.
I can't hear the teacher
I lose my pen and get in trouble from the annoying teaching assistant, like unbridge but not obsessed with kittens and pink.
I can't see the board
I go for a drink and trip over
I am not allowed to go to the toilet when I am desperate
The teacher gets angry for literally the smallest thing
She punishes the WHOLE class for the telltales actions
I could go on forever and I have had to go through 1050 days (approximately) of it
I have just had enough and can't do it anymore, wanting to just die and get it over with, not needing to have responsibilities and having to get up and go to a school I'm not happy in with git teachers and git telltales and bloody fictional subjects that will help me in no way, shape or form get a decent job
How do I pay taxes?
I DONT KNOW.
But atleast I know the lord's prayer off by heart!

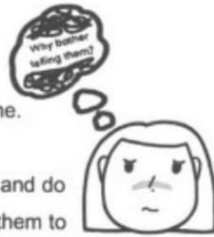
S, age 10

A Square Peg's 10 Commandments

Dear Teacher

I wanted to write to tell you my 10 top tips for children like me.

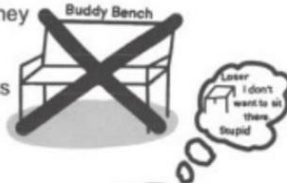
1. Be more respectful to children, listen to their feelings and do not ever doubt them. Otherwise I just give up telling them to you at all.



2. Don't tell me to stop crying when I'm upset. Don't tell me to turn my frown into a smile because the other children are staring at me.



3. Don't put me on the Buddy Bench. They don't work, they make me feel rubbish and hot inside. That's not how friendships work. When you felt lonely and no one was noticing, did sitting on the Buddy Bench help you?



4. Don't put me in the same room or same table as my bullies. It gives them more chances to kick or push or threaten to stab my hand with their pencil. And children who are a friend stop being a friend once the bullies are on the same table.



5. Don't change where I sit every time it's a new term. Making work friends in new topics takes ages. It's like someone has died when you change the seats around.



6. Don't do tests on the first day of term. Or the second or the third. It makes my brain fizz and my mouth goes dry and the clock ticking is so loud and I can't remember anything especially from before the Christmas holiday. Just because I can't remember right then, it doesn't mean I can't tell you about it. When it's a new term, please can we focus on having fun together first?



7. Understand that bullies don't give up. Just because you've made them apologise, and you say 'it's done,' it isn't. And if I pluck up my strength to tell you they're doing the same things again, don't sigh or make your mouth small. Making a bully say sorry doesn't change what they're doing every day.



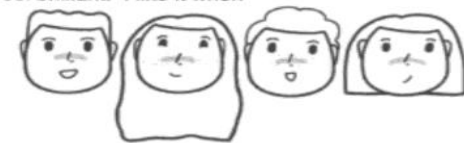
8. Don't take my playtime away if I haven't done all the work in time. I can't think of an acrostic poem on the spot sometimes, especially when you said yesterday my writing wasn't good enough. If my brain has frozen, I'm not naughty. A run around and fresh air might be a good time to make a new friend instead especially if you have bullies.



9. Don't move me down the learning board for not remembering something or asking for help. It's not my fault if I don't understand something. I don't care if everyone else in the class understands and I don't, it doesn't make me bad. You're the teacher.



10. When you are kind and gentle, I feel so much better. If you tell me I haven't got something right YET, I can try to do it again. When I make you laugh, I feel brilliant. I like it when you are happy.

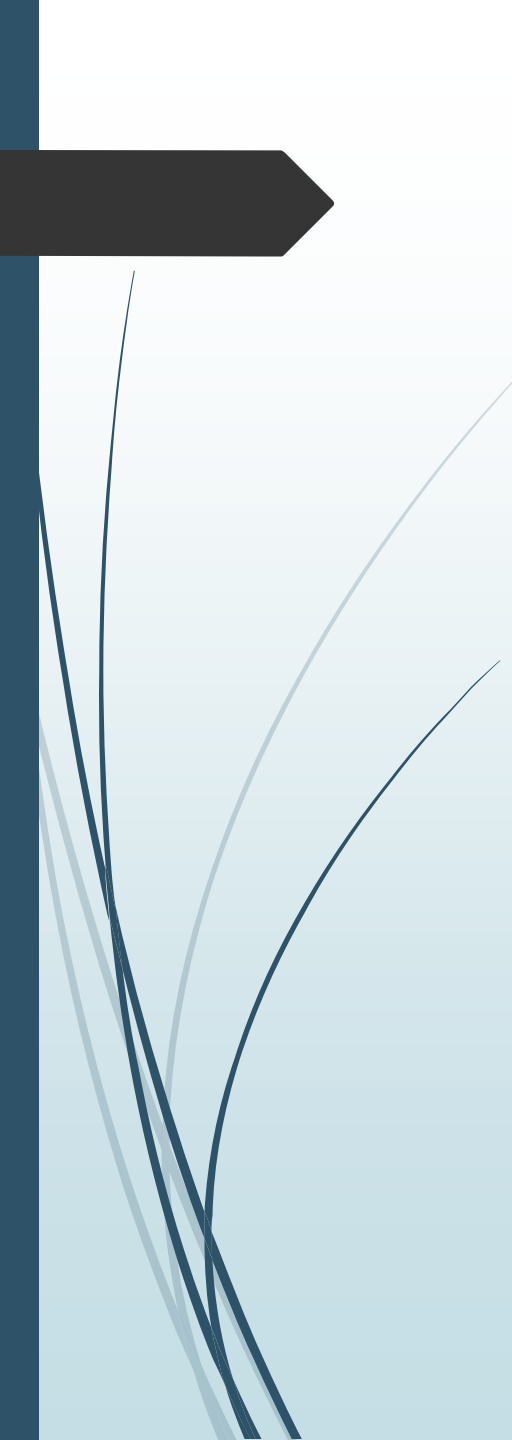


L, age 13

Beth yn union yw ymyrraeth?
What exactly is an intervention?



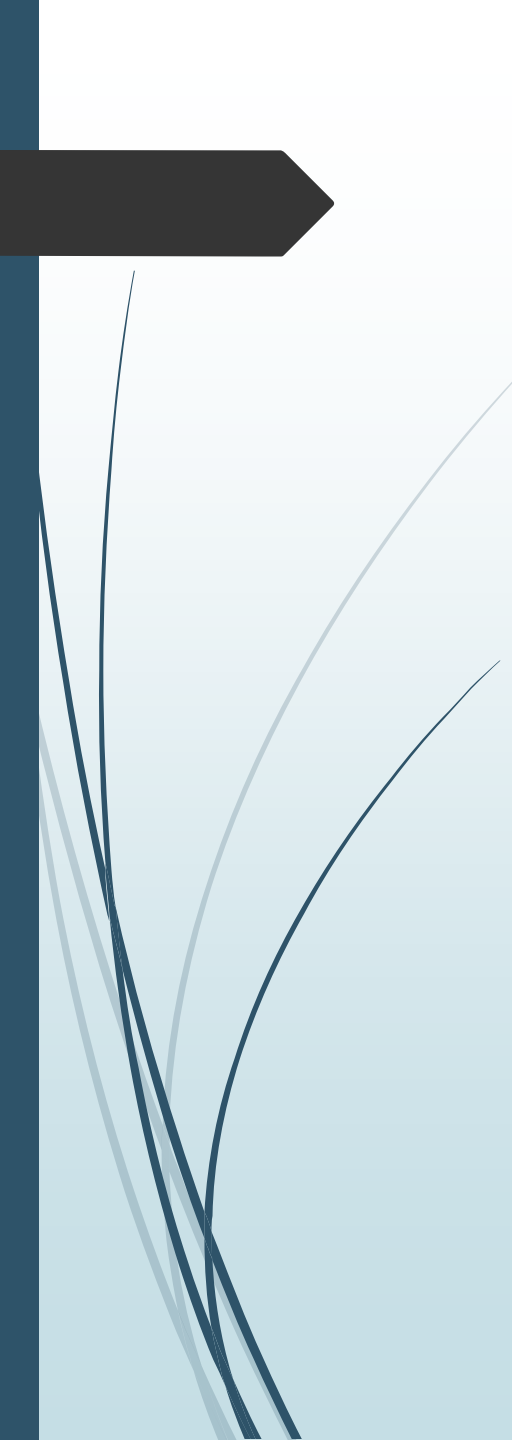
“Interventions are normally understood as those activities or strategies that are different from, or additional to, those employed routinely with pupils” (Campbell & Stanley, 1966 cited in NASUWT, 2018)



Mae ymyraethau yn ...

Interventions are ...

- weithgareddau/strategethau sydd yn wahanol neu yn ychwanegol i'r rhai a ddefnyddir gyda gweddill y dysgwyr
 - gyfrwng ychwanegol i gynorthwyo dysgwyr i wneud cynnydd a llwyddo
 - rhoi gwerth am arian o safbwynt addysgol
 - medru lleihau'r bwlch cyrhaeddiad
 - atgyfnerthu dysgu mewn grwpiau llai
 - gwella agweddau o les ac ymddygiad
- *activities / strategies that are different or additional to those used with other learners*
 - *an additional tool to help learners make progress and succeed*
 - *provide value for money from an educational perspective*
 - *aimed at narrowing the attainment gap*
 - *a consolidation of learning in smaller groups*
 - *ways of improving aspects of wellbeing and behaviour*



Mae ymyraethau hefyd yn gallu ...

Interventions can also ...

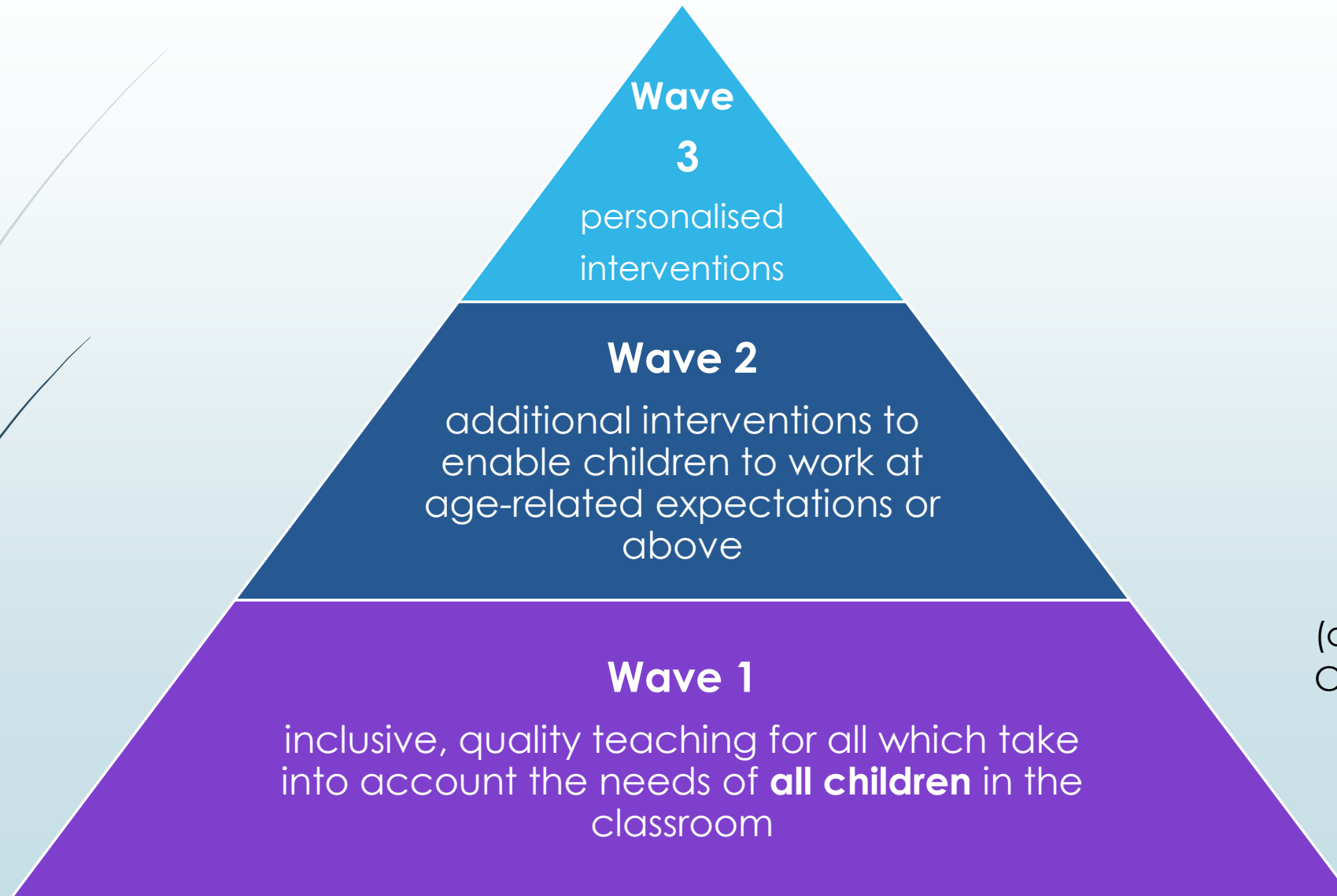
- ychwanegu at lwyth gwaith
- bod yn heriol o safbwynt
 - lle/gofod
 - adnoddau
 - arbenigedd
 - staffio
 - cost
- *add to workload*
- *be challenging from the point of view of*
 - *place / space*
 - *resources*
 - *expertise*
 - *staffing costs*

Model o ymyrraeth – ‘tonnau o gefnogaeth’

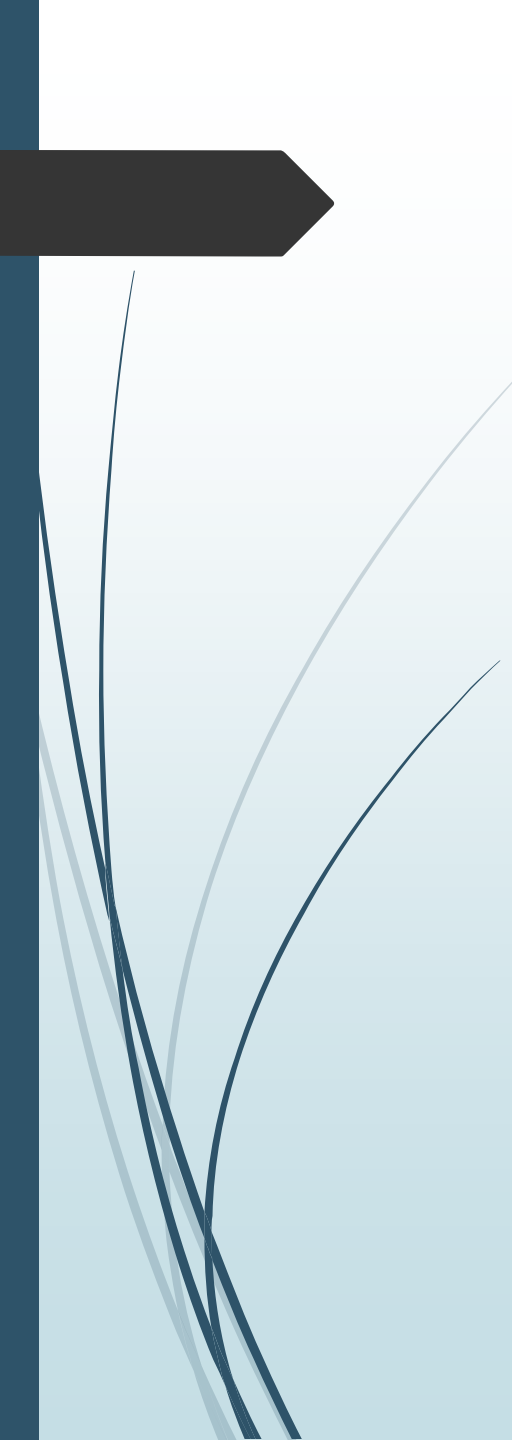


(addaswyd o
Choudry, 2021, t.167)

An intervention model – ‘waves of support’



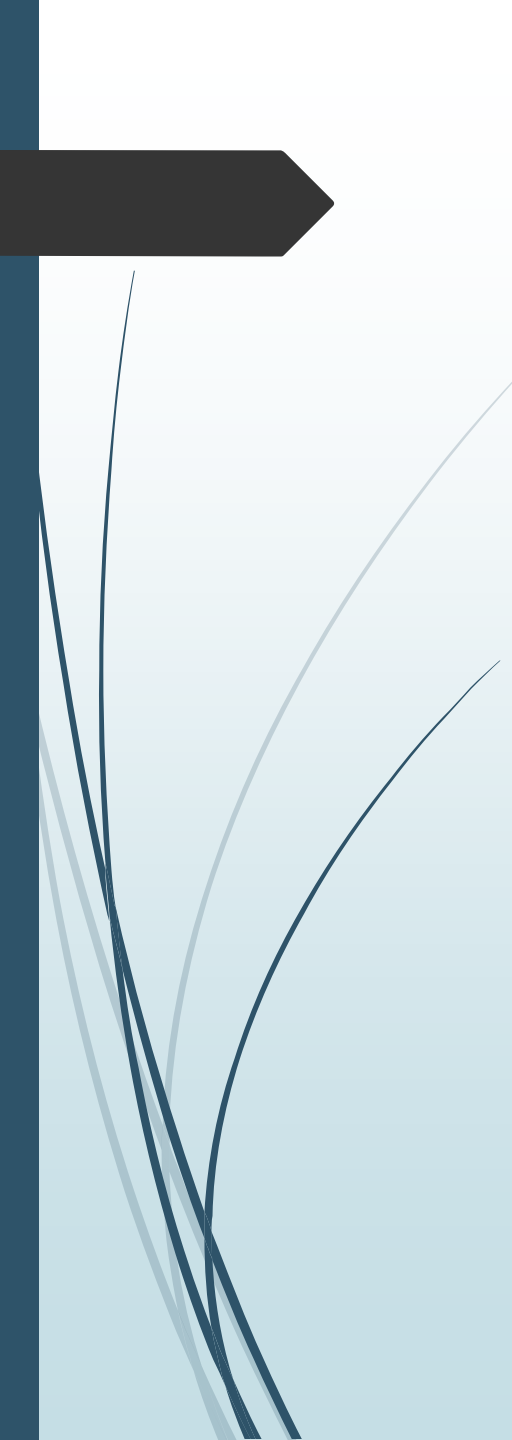
(adapted from Choudry, 2021,p.167)



Dysgu wedi'i bersonoli

Personalised learning

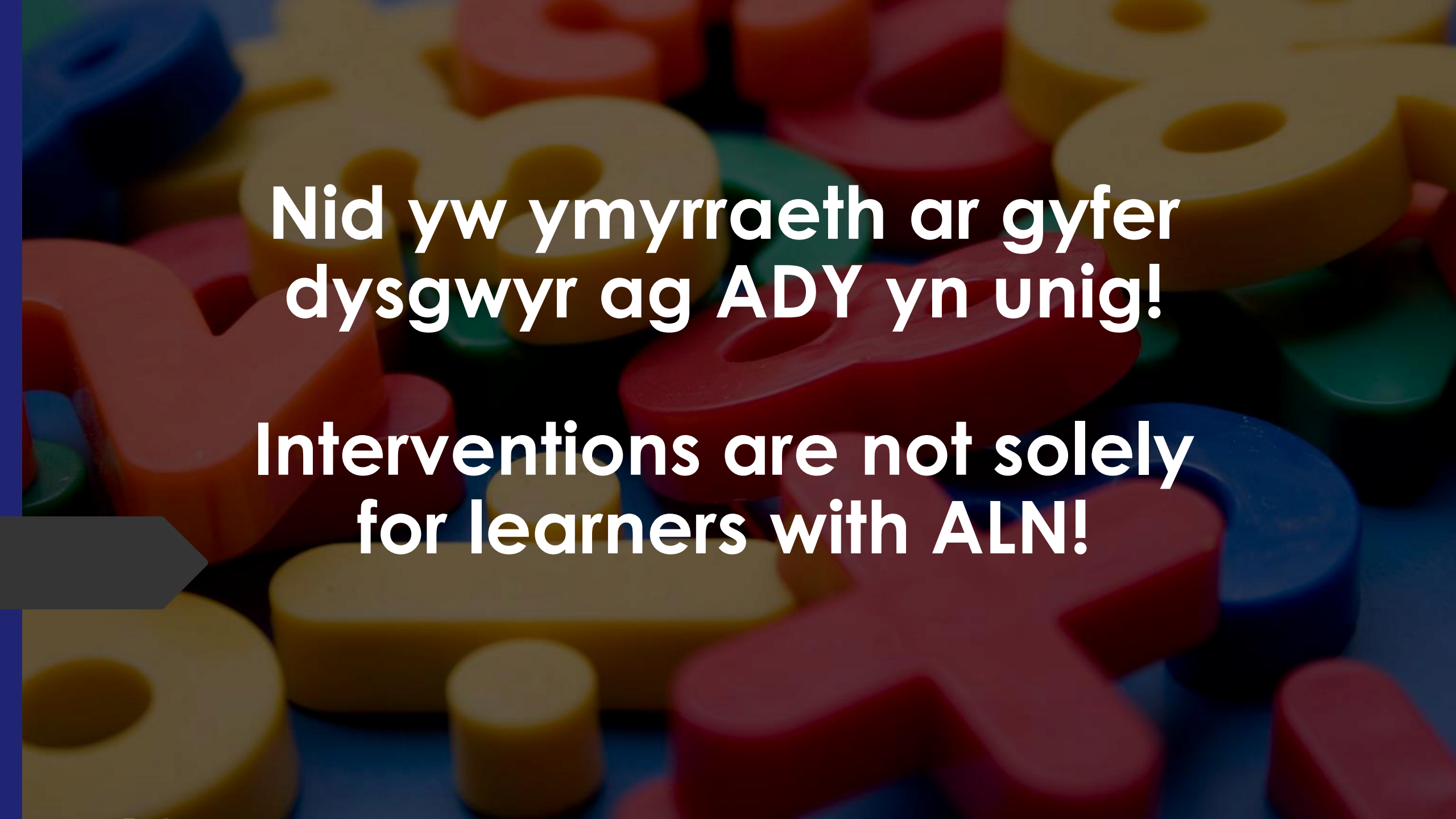
- Canolbwyntio ar y plentyn fel unigolyn a'i anghenion penodol
- Gosod targedau bach, cyraeddadwy a chytûn
- Symleiddio iaith a geirfa'r dysgu
- Defnyddio gwahanol arddulliau dysgu e.e. gweledol, clywedol, cinesthetig, cerddorol ac ati.
- Caniatáu digon o amser
- Darparu cefnogaeth ychwanegol, e.e. darpariaeth 1:1
- Adeiladu ar gryfderau a diddordebau
- Annog cyfranogiad
- Yn gynhwysol
- *Focus on the child as an individual and his/her specific needs*
- *Small, achievable and agreed targets*
- *Use of simplified language and vocabulary*
- *Considers learning styles e.g. visual, auditory, kinaesthetic, musical etc.*
- *Allows plenty of time*
- *Provides additional support, e.g. 1:1 provision, intervention etc.*
- *Builds on strengths and interests*
- *Encourages participation*
- *Is inclusive*



Ymyrraeth gynnar – pam?

Early intervention – why?

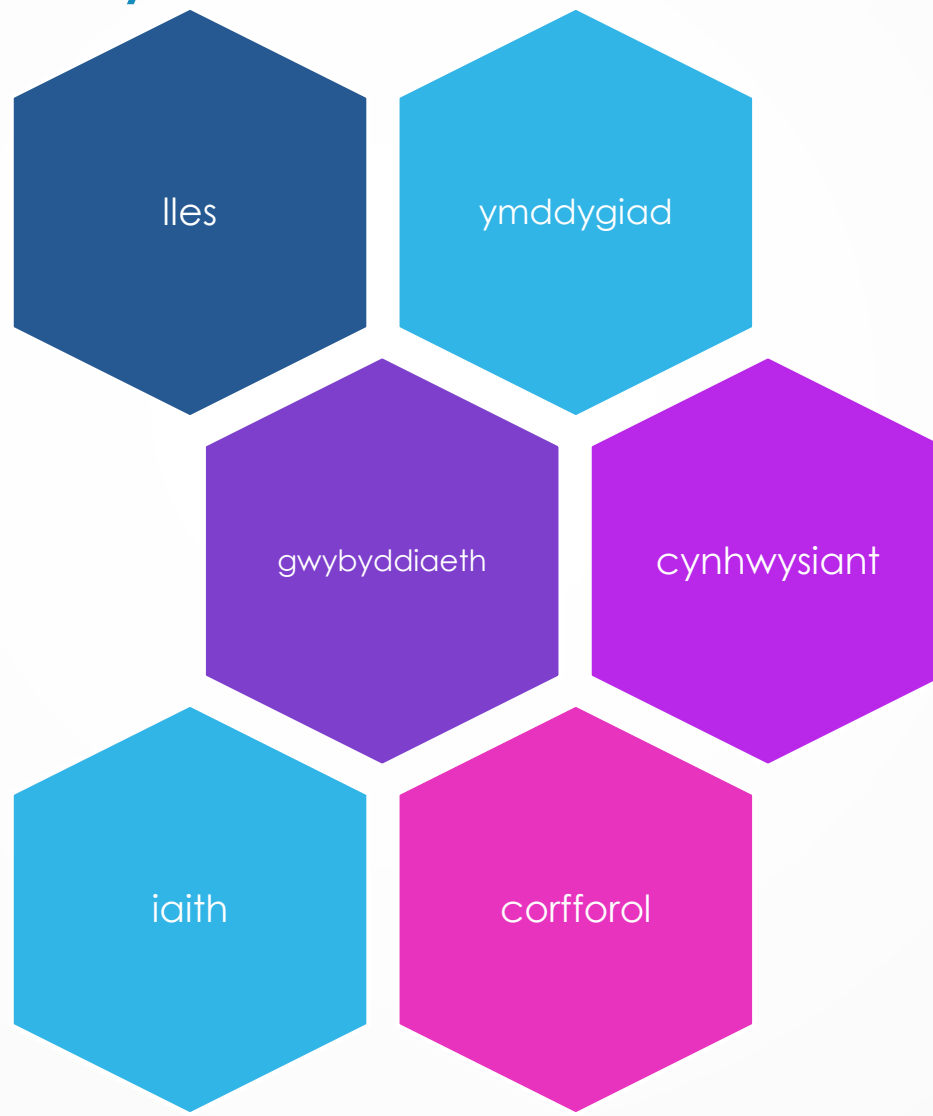
- NID i fynd i'r afael â'r symptomau ond i leddfu'r ffactorau hynny sy'n effeithio ar anghydraddoldeb a'r gallu i gyflawni potensial
- *NOT to address the symptoms but to alleviate those factors that impact on inequality and ability to fulfil their potential*
- Gwellu cynnydd a chanlyniadau mewn:
 - ❑ iechyd corfforol a meddyliol
 - ❑ gwybyddiaeth a dysgu
 - ❑ sgiliau sylfaenol a/neu drosglwyddadwy
- *Improve progress and outcomes in:*
 - ❑ *physical and mental health*
 - ❑ *cognition and learning*
 - ❑ *basic and transferable skills*

The background of the slide is a close-up photograph of numerous colorful wooden letters and numbers scattered on a blue surface. The letters and numbers are in various colors including red, yellow, blue, and green. Some are in sharp focus, while others are blurred in the background, creating a sense of depth. The text is overlaid on this image.

**Nid yw ymyrraeth ar gyfer
dysgwyr ag ADY yn unig!**

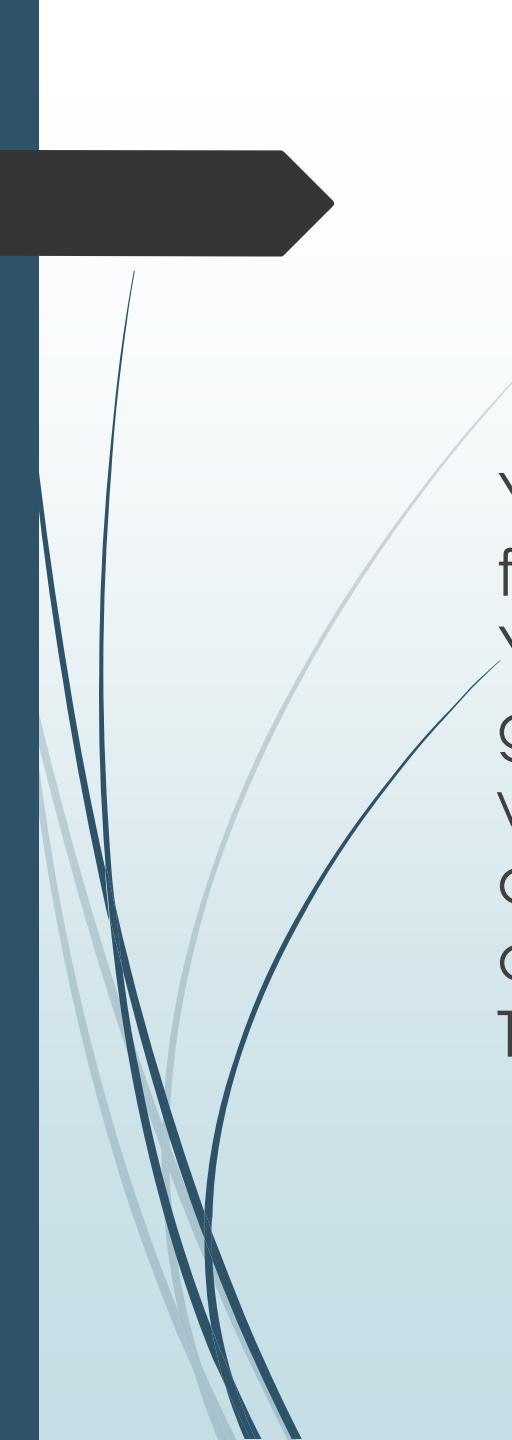
**Interventions are not solely
for learners with ALN!**

Targeddu unigolion, grwpiau neu ddosbarth cyfan



Targeting individuals, groups or whole class





Ffair ymyraethau!

Yn ystod sesiwn nesaf fe fydd 'Ffair Ymyraethau'. Yno fe gewch chi gyfle i gael blas ar ystod o weithgareddau posibl allwch chi gyflawni yn eich dosbarthiadau megis Therapi Lego.

Interventions Fair!

During the next session on there will be an 'Interventions Fair'. It will be an opportunity for you to have a taste of a variety of activities you can complete in your class like Lego Therapy.



Astudiaethau achos

Case Studies

Pa agweddau mae'r ymyrraeth yn eu hybu:

- i. gwybyddiaeth/meddwl/ deallusrwydd?
- ii. emosiynol & chymdeithasol?
- iii. ieithyddol?
- iv. corfforol?
- v. arall?

Oes mwy nag un?

Ystyriwch sut mae'n hybu cymhelliant ac ymrwymiad i ddysgu

Beth am hawliau a chynhwysiant?

Oes cyfleoedd ar gyfer cyfranogiad?

Oes cyfleoedd ar gyfer gwneud cynnydd?

Unrhyw agwedd bwysig arall?

What aspects does the intervention promote:

- i. cognitive/thinking/intellectual?
- ii. emotional and social?
- iii. linguistic?
- iv. physical?
- v. other?

Is there more than one?

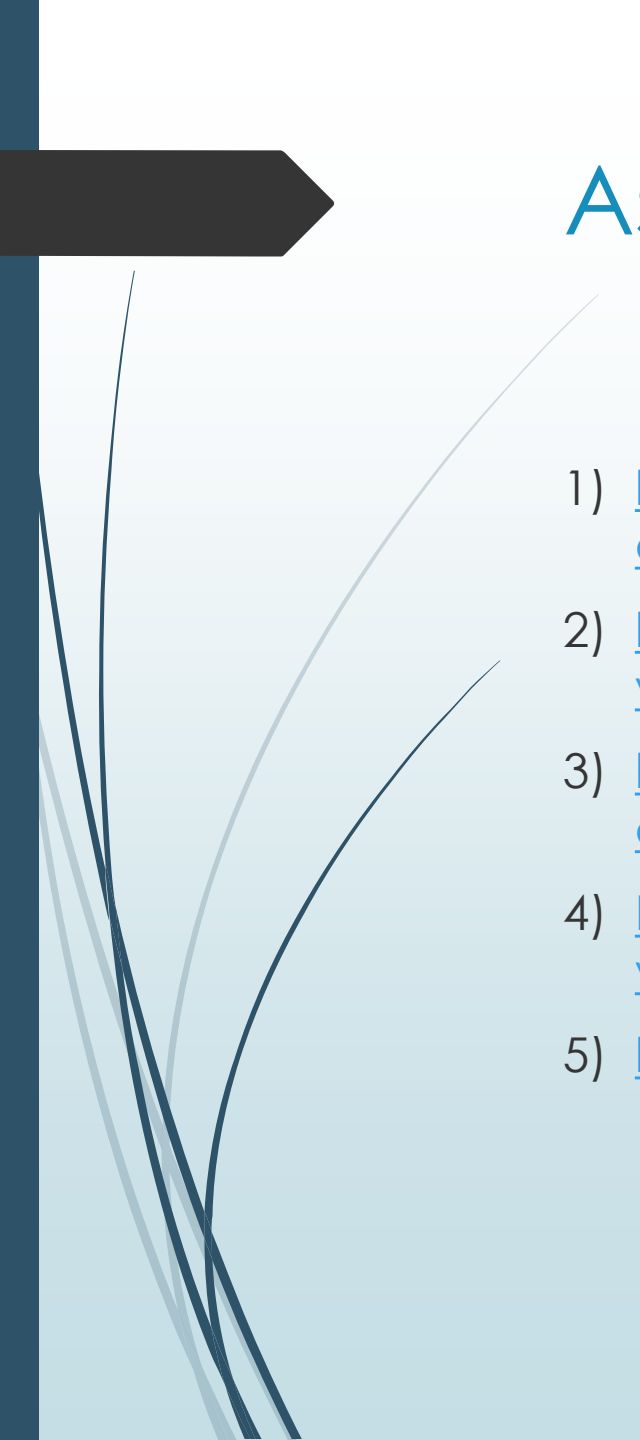
Consider motivation and engagement in learning.

What about rights and inclusion?

Are there opportunities for participation?

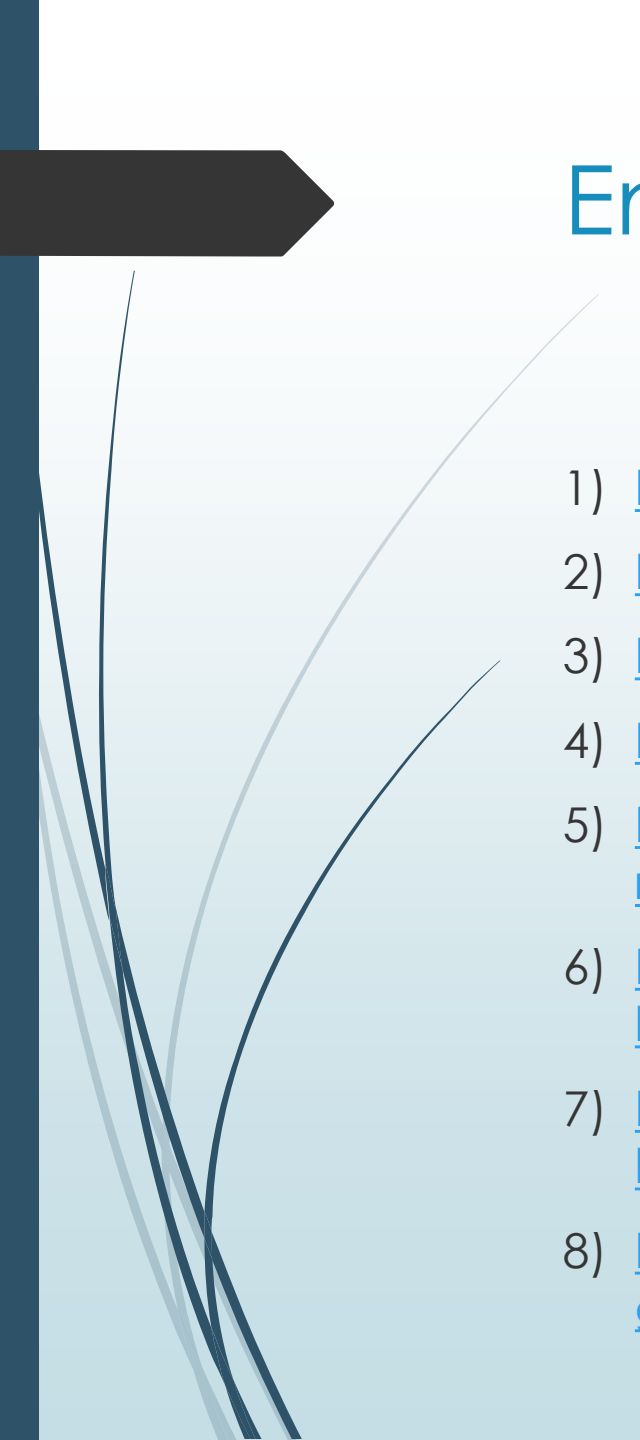
Are there opportunities for progression?

Any other important aspects?



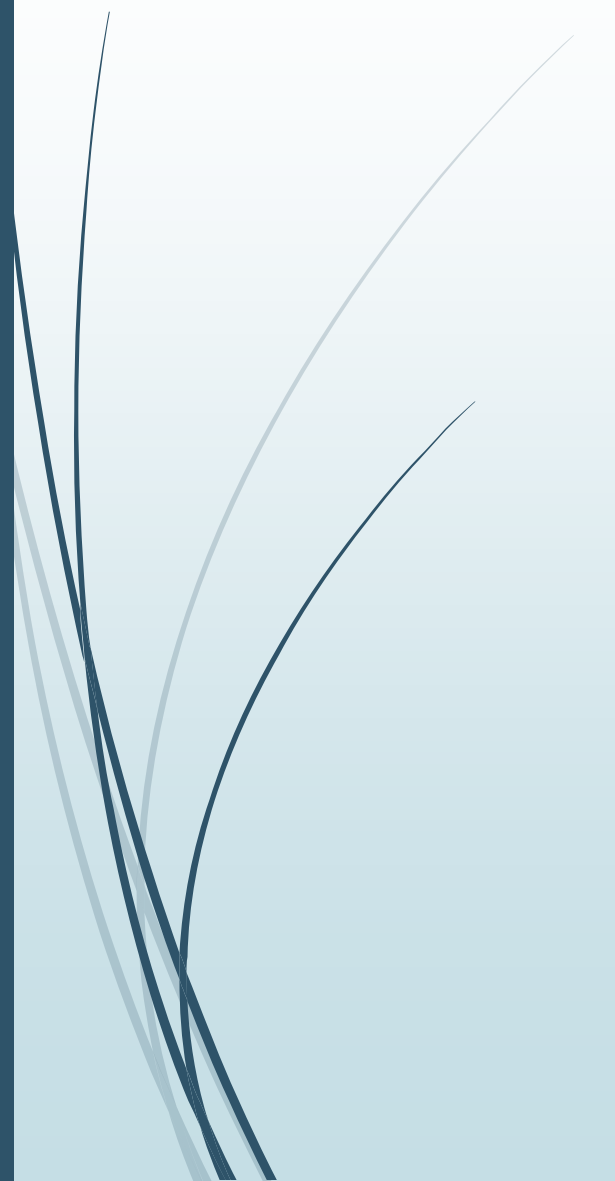
Astudiaethau achos cyfrwng Cymraeg

- 1) https://www.estyn.llyw.cymru/arfer-effeithiol/datblygu-arferion-darllenda?_ga=2.4204403.1580477775.1610712347-464425435.1610712347
- 2) <https://www.estyn.llyw.cymru/arfer-effeithiol/cynorthwywyr-cymorth-dysgu-yn-arwain-ar-raglenni-ymyrraeth>
- 3) <https://www.estyn.llyw.cymru/arfer-effeithiol/ymyriadau-arloesol-syn-arwain-welliant-mewn-cyrhaeddiad>
- 4) [Effaith ymyriadau ar ddatblygiad cyfathrebu a datblygiad emosiynol ac ymddygiadol disgyblion – Estyn](#)
- 5) <https://www.estyn.llyw.cymru/arfer-effeithiol/sefydlu-grwpiau-ymddygiad>

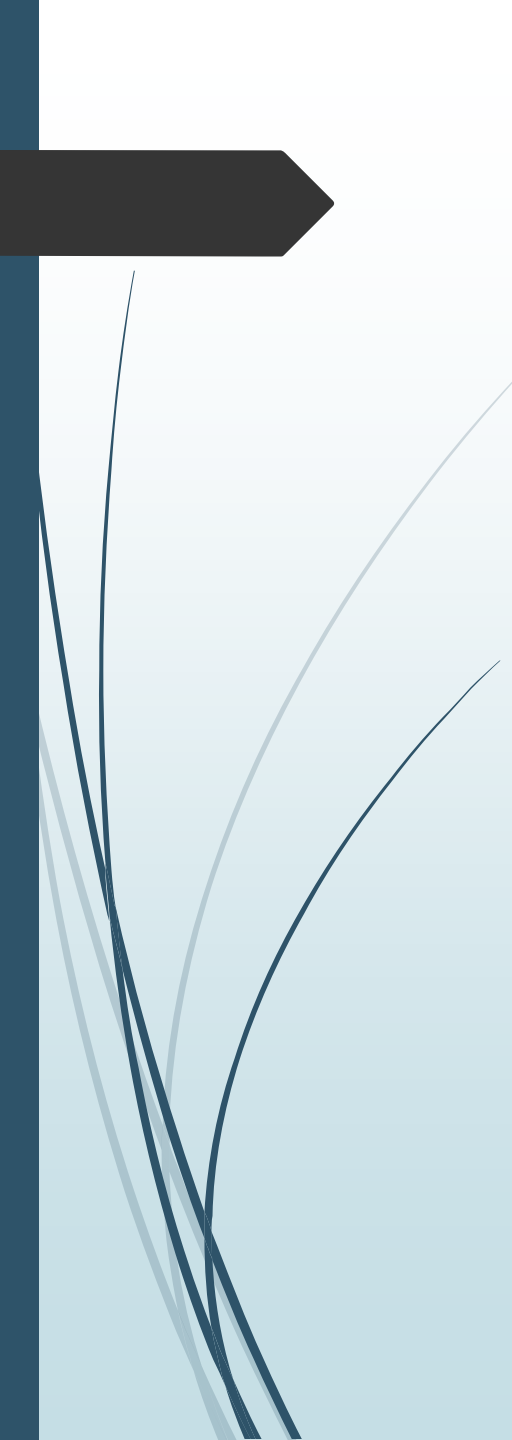


English medium case studies

- 1) <https://threebearscookeryclub.com/>
- 2) <http://richmondpark.amdro.org.uk/media/104819/Pupil-Voice-Clubs.pdf>
- 3) <https://www.pontarddulaisprimaryschool.co.uk/school-clubs/>
- 4) <https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools>
- 5) <https://www.estyn.gov.wales/effective-practice/developing-good-reading-habits>
- 6) <https://www.estyn.gov.wales/effective-practice/learning-support-assistants-lead-intervention-programmes>
- 7) <https://www.estyn.gov.wales/effective-practice/innovative-interventions-lead-improvement-attainment>
- 8) https://www.estyn.gov.wales/effective-practice/establishing-behaviour-groups?_ga=2.53987755.2086254070.1610746033-596235490.1610746033



ADBORTH FEEDBACK



Cyfeirnodau References

Choudry, S. (2021) *Equitable Education: What everyone working in education should know about closing the attainment gap for all pupils*. St Albans: Critical Publishing.

EEF *Making the best of Teaching Assistance*. Available at: [Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-assistants/making-the-best-of-teaching-assistance)

Morgan, F., Costello, E. (2023). *Square Pegs: Inclusivity, Compassion and Fitting in - a Guide for Schools*. United Kingdom: Crown House Publishing.

NASUWT (2018) *Effective Interventions: Promoting Learning, Tackling Workload*. Available at: [Effective Interventions: Promoting Learning, Tackling Workload \(nasuwt.org.uk\)](https://www.nasuwt.org.uk/effective-interventions-promoting-learning-tackling-workload)

Ruby. (2020). British norms and psychometric properties of the Boxall Profile for primary school-aged children. *Emotional and Behavioural Difficulties*, 25(3-4), 215–229. <https://doi.org/10.1080/13632752.2020.1816055>

Gwneud y defnydd gorau o Gymhorthion Addysg

Making Best Use of Teaching Assistants



MAKING BEST USE OF TEACHING ASSISTANTS

Summary of recommendations

Sections are colour coded for ease of reference

The effective use of TAs under everyday classroom conditions

1
TAs should not be used as an informal teaching resource for low attaining pupils



The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers.

Although this has happened with the best of intentions, this evidence suggests that the status

2
Use TAs to add value to what teachers do, not replace them



If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment

3
Use TAs to help pupils develop independent learning skills and manage their own learning



Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.

4
Ensure TAs are fully prepared for their role in the classroom



Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.

Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for

The effective use of TAs in delivering structured interventions out of class

5
Use TAs to deliver high quality one-to-one and small group support using structured interventions



Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported

6
Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction



Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:

- Sessions are often brief (20–50mins), occur regularly

Integrating learning from work led by teachers and TAs

7
Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions



Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not

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[\(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)