

Sesiwn 11 Gwella Ysgolion

Session 11 School Improvement



Amcanion y sesiynau

Session aims

- Datblygu dealltwriaeth ddadansoddol a beirniadol myfyrwyr o'r **gwella ysgolion**
 - Datblygu dealltwriaeth myfyrwyr o **gynllunio strategol** mewn ysgolion
-
- To develop students' analytical and critical understanding of **school improvement**
 - To develop students' understanding of **strategic planning** in schools

'The term 'change agent' refers to those individuals, whether either inside or outside an organization, who possess the capacity or opportunity to successfully transform aspects of how that organisation operates (Fullan, 1993; Fullan, 2011). Change agents are therefore those who are best able to catalyse the successful introduction of innovations or perspectives into a company, organisation or establishment. They are important across a range of industry sectors and institutions (e.g. Battilana & Casciaro, 2013; Rogers, 1995) and are increasingly seen as vital to the successful operation of schools and school systems. For instance, in 'self-improving' school systems, such as England, Ontario and New South Wales, improvements in pupil outcomes are positioned as occurring when teachers mobilise innovations, practices, perspectives and ideas (collectively described as 'new ways of working') amongst colleagues (Ainscow, 2014; Greany & Higham, 2018; Hargreaves, 2010, Hargreaves, 2012). As these new ways of working are adopted, the attitudes and practices of teachers and other practitioners change, ideally resulting in improvements in pupil outcomes (Earley & Greany, 2017). When such improvement occurs in disadvantaged areas, it can also lead to reductions in the gap in education outcomes between students from the most and least affluent families (Brown, 2020; Butler & Schneller, 2012).'

Brown C., White R., Kelly A (2021) Teachers as educational change agents: what do we currently know? Findings from a systematic review. Emerald Open Research 3(26):26 Accessible [Teachers as educational change agents: what... | Emerald Open Research](#)



**Canllawiau
gwella ysgolion:
fframwaith ar
gyfer gwerthuso,
gwella ac
atebolrwydd
(Llywodraeth Cymru)**

**School
improvement
guidance:
framework for
evaluation,
improvement
and
accountability
(Welsh Government)**

- Diben cyffredinol gwella ysgolion yw helpu ysgolion i roi'r profiadau a'r deilliannau dysgu gorau posibl i ddysgwyr, beth bynnag fo'u cefndir neu eu hamgylchiadau, er mwyn sicrhau safonau ac uchelgeisiau uchel i bawb. O dan y [Cwricwlwm i Gymru](#), rhan sylfaenol o hyn fydd sicrhau bod ysgolion yn cefnogi pob dysgwr i wneud cynnydd, gan gyfrannu at [bedwar diben](#) y cwricwlwm (y pedwar diben).
- The overarching purpose of **school improvement** is to help schools give learners the best possible learning experiences and outcomes, whatever their background or circumstance, in order to achieve high standards and aspirations for all. Under the [Curriculum for Wales](#), a fundamental part of this will be ensuring that schools support every learner to make progress, contributing to [the four purposes of the curriculum](#) (the four purposes).

Gwella Ysgolion



School Improvement

What	What key words do you associate with the phrase school improvement?	What are the overarching principles for school development?	What does the term school improvement mean to you?	What processes do schools go through to recognise the areas for improvement?	What do schools 'measure' to see if improvement has been made?	What are the challenges/limitations schools may face when trying to address improvement?
Who	Who is responsible for school improvement?	Who 'tells' schools what needs to be improved or what strategies should be developed?	Who are the stakeholders involved in school development?	Who decides on the <i>priorities</i> that will be addressed	Who decides on the <i>actions</i> that should be taken to improve outcomes in the school?	Who should schools communicate/liaise with about their school's plan for school improvement?
When	When should improvement activities be implemented in the school?	When should school improvement activities be monitored?				
Why	Why is school improvement important?	Why might data need to be collected? <i>What type of data is relevant here?</i>	Why might schools consider evidence-based research to support their decision making about classroom strategies?	Why is learner progress relevant to school improvement?	Why should all teachers be part of the school improvement journey?	
How	How does a school improve?	How do schools recognise/identify where improvement is needed?	How should schools monitor the improvement/development?	How do national policies or initiatives relate to the school improvement process?	How might a teacher's professional development link to the strategic planning required for school improvement?	

Beth	Pa eiriau allweddol ydych chi'n eu cysylltu gyda'r term gwella ysgolion?	Beth yw'r egwyddorion pwysig ar gyfer datblygiad ysgol?	Beth mae'r term gwella ysgol yn ei olygu i chi?	Pa brosesau maen rhaid i ysgolion mynd trwy i gydnabod pa feysydd i wella/datblygu?	Beth mae'r ysgolion yn eu 'fesur' i weld os oes gwelliant?	Beth yw'r heriau/cyfyngiadau y gall ysgolion eu gwynebu wrth geisio mynd i'r afael â gwelliant?
Pwy	Pwy sy'n gyfrifol am gynllun gwella ysgolion?	Pwy sy'n 'dweud' wrth ysgolion beth sydd angen eu gwella?	Pwy yw'r rhanddeiliaid sy'n ymwneud â datblygiad ysgolion?	Pwy sy'n penderfynu ar y blaenoriaethau sydd angen eu cyfeirio?	Pwy sy'n penderfynu ar y camau y dilyd eu gweithredu i ddatblygu'r deilliannau?	Gyda phwy y dylai ysgolion gyfathrebu ynghylch eu cynllun gwella?
Pryd	Pryd y dylid gweithredu'r camau i ddatblygu'r targedau penodwyd?	Pryd y dylid monitro'r targedau yma?				
Pam	Pam mae gwella ysgolion yn bwysig?	Pam fod angen casglu data?	Pam y gallai ysgolion ystyried ymchwil ar sail tystiolaeth i gefnogi penderfyniadau?	Pam mae cynnydd dysgwyr yn berthnasol i gynllun gwella ysgol?	Pam mae'n bwysig bod pob athro/aelod o staff yn rhan o'r daith hon?	
Sut	Sut mae'r ysgol yn datblygu?	Sut mae ysgolion yn cydnabod lle mae angen iddynt ddatblygu/gwella?	Sut mae ysgolion yn monitro datblygiad/gwelliant?	Sut mae polisïau neu fentrau cenedlaethol yn berthnasol i'r broses datblygu ysgol?	Sut gall datblygiad proffesiynol athrawon cysylltu â'r cynllunio strategol sydd angen ar gyfer gwella'r ysgol?	

Curriculum for Wales: the context for improvement

In order to self-evaluate and improve, schools need to understand what is expected of them more widely and to have an understanding of what success would look like across the breadth of their work.



For example, the introduction of the Curriculum for Wales contributes to our goals as a nation as set out in the [Well-being of Future Generations \(Wales\) Act 2015](#), and supports the Welsh Government's well-being objectives.

The Curriculum for Wales also supports another of the Act's overarching goals, namely 'A Wales of vibrant culture and thriving Welsh language' [Cymraeg 2050: A million Welsh speakers](#).

Similarly, the Curriculum for Wales is designed to enable the progress of all learners, and particularly disadvantaged and vulnerable learners, aligning closely with the '[Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)'.

Cwricwlwm i Gymru: y cyd-destun ar gyfer gwella

Er mwyn hunanwerthuso a gwella, mae angen i ysgolion ddeall yr hyn a ddisgwylir ganddynt yn ehangach a deall sut beth fyddai llwyddiant ar draws eu holl waith.

Er enghraifft, bydd cyflwyno'r Cwricwlwm i Gymru yn cyfrannu at ein nodau fel cenedl fel y'u nodir yn '[Deddf Llesiant Cenedlaethau'r Dyfodol \(Cymru\) 2015](#)' ac yn cefnogi amcanion lles Llywodraeth Cymru..

Mae'r Cwricwlwm i Gymru hefyd yn cefnogi un arall o nodau cyffredinol y Ddeddf, sef 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu'. '[Cymraeg 2050: Miliwn o siaradwyr Cymraeg](#)' yw ein strategaeth ar gyfer cyflawni'r uchelgais hwn.

Yn yr un modd, mae'r Cwricwlwm i Gymru wedi'i gynllunio i sicrhau bod cynnydd pob dysgwr, ac yn benodol ddysgwyr difreintiedig ac agored i niwed, yn cyd-fynd yn agos â [Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg \(Cymru\) 2018](#).



[Canllawiau gwella ysgolion - Hwb](#)

Blog post | 21 October 2019

A new approach to self-evaluation reports – but what does it mean for schools?

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Estyn (2019) A new approach to self-evaluation reports – but what does it mean for schools?

[A new approach to self-evaluation reports – but what does it mean for schools? - Estyn](#)



Dull newydd ar gyfer adroddiadau hunanwerthuso – ond beth mae hyn yn ei olygu i ysgolion?

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Estyn (2019) Dull Newydd as gyfer adroddiadau hunanwerthuso – ond beth mae hyn yn ei olygu i ysgolion

[Dull newydd ar gyfer adroddiadau hunanwerthuso – ond beth mae hyn yn ei olygu i ysgolion? - Estyn](#)



New framework for school improvement to focus on learner progression

Fframwaith newydd ar gyfer gwella ysgolion i ganolbwyntio ar gynnydd dysgwyr

The Welsh Government has published a new school improvement framework, ensuring that learner progression and wellbeing is at the heart of all efforts to deliver high standards and aspirations.

This means that National Categorisation will finish and be replaced by a robust self-evaluation system where good practice can be shared and failure is urgently addressed.

Parents will now be able to access more up-to-date, detailed and informative information. By moving away from categorisation, a summary of each school's improvement priorities and development plan will be made public and published.

Reviews have shown that pupil assessment and school accountability have too often been blurred, leading to unintended consequences in the classroom.

Assessment should be used in the best interest of pupils, enabling teachers to adjust teaching strategies to support their progress. While accountability, led by Estyn, drives improvement through better transparency and enabling judgement on performance. The framework published today distinctly separates the two.

There will also be more regular Estyn inspections. From September, Estyn will inspect schools under their new framework with plans to increase the number of inspections from September 2024.

Fframwaith newydd ar gyfer gwella ysgolion i ganolbwyntio ar gynnydd dysgwyr

New framework for school improvement to focus on learner progression

Mae Llywodraeth Cymru wedi cyhoeddi fframwaith newydd ar gyfer gwella ysgolion, gan sicrhau bod cynnydd a lles dysgwyr yn cael lle canolog ym mhob ymdrech i gyrraedd safonau uchel a gwireddu uchelgais.

Mae hyn yn golygu y bydd categorïddio cenedlaethol yn dod i ben ac yn cael ei ddisodli gan system hunanwerthuso gadarn lle gellir rhannu arferion da a mynd i'r afael â methiant ar frys.

Bydd rhieni nawr yn gallu cael gwybodaeth fwy diweddar, manwl a chynhwysfawr. Wrth symud oddi wrth gategoreiddio, caiff crynodeb o flaenoriaethau gwella a chynllun datblygu pob ysgol ei ddarparu a'i gyhoeddi.

Mae adolygiadau wedi dangos bod y gwahaniaeth rhwng asesiadau disgyblion a systemau atebolrwydd ysgolion wedi bod yn aneglur yn rhy aml, gan arwain at ganlyniadau anfwriadol yn yr ystafell ddosbarth.

Adnodd i'w ddefnyddio er budd y disgyblion yw asesiadau, gan alluogi athrawon i addasu strategaethau addysgu i gefnogi eu cynnydd. Mae systemau atebolrwydd, ar y llaw arall, dan arweiniad Estyn, yn sbarduno gwelliant drwy sicrhau mwy o dryloywder a'i gwneud yn bosibl pennu dyfarniad ar berfformiad. Mae'r fframwaith a gyhoeddwyd heddiw yn gwahanu'r ddau mewn ffordd bendant.

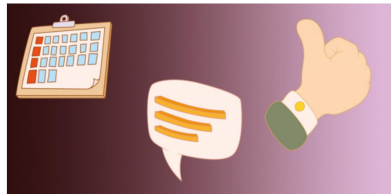
Cynhelir arolygiadau Estyn yn fwy rheolaidd hefyd. O fis Medi ymlaen, bydd Estyn yn arolygu ysgolion o dan eu fframwaith newydd, ac mae cynlluniau i gynyddu nifer yr arolygiadau o fis Medi 2024.

Gwella Ysgolion

Blog post | 21 October 2019

A new approach to self-evaluation reports – but what does it mean for schools?

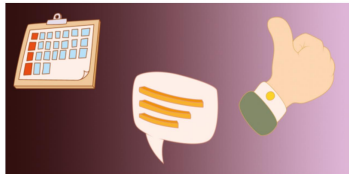
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Postiadau blog | 21 Hydref 2019

Dull newydd ar gyfer adroddiadau hunanwerthuso – ond beth mae hyn yn ei olygu i ysgolion?

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New framework for school improvement to focus on learner progression

Fframwaith newydd ar gyfer gwella ysgolion i ganolbwyntio ar gynnydd dysgwyr

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New framework for school improvement to focus on learner progression



School Improvement

Gwella Ysgolion



School Improvement

Ysgolion Gwella

School Improvement

Cymorth allanol

- Arolygiadau ESTYN
- Gwasanaethau gwella ysgolion

Mewnol

- Hunan-werthuso
- Cynllunio gweithredol

External support

- ESTYN inspections
- school improvement services

Internal

- Self-evaluation
- Strategic planning

Research evidence on effective self-evaluation emphasises the importance of effective self-evaluation being focussed on evaluation for improvement, rather than to satisfy external accountability. Where school improvement is motivated more by external factors, such as institutional competition (for example league tables), schools and staff may perceive self-evaluation less as a meaningful exercise for organic school improvement and more as a ritualised audit of their practice.



[School improvement guidance: impact assessment \[HTML\] | GOV.WALES](#)

Mae tystiolaeth ymchwil ar hunanarfarnu effeithiol yn pwysleisio pwysigrwydd canolbwyntio ar werthuso ar gyfer gwella, yn hytrach na bodloni atebolrwydd allanol. Pan fo gwella ysgolion yn cael ei ysgogi'n fwy gan ffactorau allanol, megis cystadleuaeth sefydliadol (er enghraifft tablau cynghrair), gall ysgolion a staff weld y broses fel archwiliad defodol yn hytrach nag ymarfer ystyrlon ar gyfer gwella ysgolion mewn ffordd organig.

[School improvement guidance: impact assessment \[HTML\] | GOV.WALES](#)



Gair i gall a
chamsyniadau
cyffredin

Dos, don'ts and
misconceptions

[The national resource: evaluation and
improvement - Hwb \(gov.wales\)](http://gov.wales/hwb)



Cwis/
Quiz

The national resource: evaluation and improvement

The national resource: evaluation and improvement is a resource to support schools with self-evaluation and improvement.

It consists of:

- practical guidance to help schools use a range of approaches to evaluate and improve themselves
- a menu of evaluation prompts to help schools when focusing on aspects of their practice
- interactive resources and training materials
- case studies of school practice
- links to additional resources and toolkits

Overview (Why?)

Overview, video trailer, contact details, links to other workstreams.

Interactive activities

Dos and don'ts: online quiz playlist

Dos and don'ts: card sort activity

Interactive activities, templates, prompts and links to resources.

Dos don'ts and common misconceptions

Frequently asked questions

Project timeline, communications and development

[Dos, don'ts and common misconceptions - Hwb](#)

Yr adnodd cenedlaethol: gwerthuso a gwella

Rhan o [Datblygiad proffesiynol](#)

Mae'r adnodd cenedlaethol: gwerthuso a gwella'n adnodd i gefnogi ysgolion gyda hunanarfarnu a gwella.

Mae'n cynnwys:

- canllawiau ymarferol i helpu ysgolion i ddefnyddio ystod o ddulliau i werthuso a gwella
- dewislen o gwestiynau trafod gwerthuso i gefnogi ysgolion wrth ganolbwyntio ar gwellu
- adnoddau rhyngweithiol a deunyddiau hyfforddi
- astudiaethau achos o arfer mewn ysgolion
- dolenni i adnoddau a phecynnau cymorth ychwanegol

Trosolwg (Pam?)

Trosolwg, rhagflas fideo a chysylltiadau â ffrydiau eraill.

Gweithgareddau rhyngweithiol

Gair i gall: gweithgaredd rhyngweithiol hunanwerthuso

Gweithgaredd didoli cardiau gair i gall

Gair i gall a chamsyniadau cyffredin

Cwestiynau cyffredin

Llinell amser, gweithgarwch cyfathrebu a datblygiad y prosiect

[Gair i gall a chamsyniadau cyffredin - Hwb](#)

Approaches to self-evaluation

Evaluation and improvement principles - Hwb

Looking at learning and teaching

Suggestions on approaches to evaluating learning and teaching and an interactive resource on engaging with learners.

Evaluating learner progress

Guidance around evaluating learner progress, the principles of progression and using data.

Engaging with stakeholders

Information on how engaging with learners, school staff and wider school community supports improvement., together with an interactive activity.

Planning and implementing improvement

Guidance on planning and improvement, aligned to the new non-statutory guidance on school improvement.

Dulliau hunanwerthuso

Egwyddorion gwerthuso a gwella - Hwb

Edrych ar ddysgu ac addysgu

Awgrymiadau ar ddulliau o werthuso dysgu ac addysgu ac adnodd rhyngweithiol ar ymgysylltu â dysgwyr.

Gwerthuso cynnydd dysgwyr

Canllawiau ar werthuso cynnydd dysgwyr, yr egwyddorion cynnydd a defnyddio data.

Ymgysylltu â rhanddeiliaid

Mae gwybodaeth am sut mae ymgysylltu â dysgwyr, staff ysgolion a chymuned ehangach yr ysgol yn cefnogi gwelliant., ynghyd â gweithgaredd rhyngweithiol.

Cynllunio gwelliant a'i roi ar waith

Canllawiau ar gynllunio a gwella, sy'n cyd-fynd â'r canllawiau anstatudol newydd ar wella ysgolion.

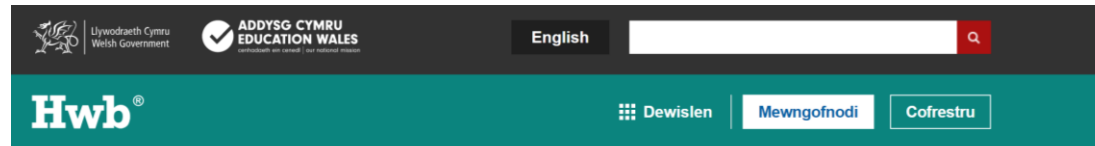


Cynllunio gwelliant a'i roi ar
waith - Hwb

Engaging with stakeholders
- Hwb

Canllawiau Gwella Ysgolion

<https://hwb.gov.wales/gwerthuso-gwella-ac-atebolrwydd/canllawiau-gwella-ysgolion-fframwaith-ar-gyfer-gwerthuso-gwella-ac-atebolrwydd/>



Hafan > Gwerthuso, gwella ac atebolrwydd > Canllawiau gwella ysgolion: fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd

Canllawiau gwella ysgolion: fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd

Canllawiau a gwybodaeth ynghylch gwella ysgolion a'r fframwaith newydd ar gyfer gwerthuso, gwella ac atebolrwydd.

Rhan o [Gwerthuso, gwella ac atebolrwydd](#)

CYNNWYS

[Cyflwyniad](#)

[Fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd](#)

[Ein gweledigaeth ar gyfer pob agwedd ar y fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd](#)

[Gwybodaeth a thystiolaeth](#)

Cyflwyniad

Canllawiau gwella ysgolion

Mae'r canllawiau hyn, sydd wedi'u cyhoeddi o dan adran 10 o 'Ddeddf Addysg 1996', yn cynnig pwynt cyfeirio newydd i ysgolion, unedau cyfeirio disgyblion, awdurdodau lleol, awdurdodau esgobaethol, consortia rhanbarthol ac Estyn, sy'n amlinellu'r hyn yr ydym yn ei ddisgwyl ganddynt wrth gyfrannu at wella ysgolion, yng nghyd-destun eu dyletswyddau cyfreithiol ehangach.

<https://padlet.com/jessicaroberts4/e04tfqe8jmln73vb>



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Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



School Improvement Guidance

Hwb®

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School improvement guidance: framework for evaluation, improvement and accountability

Guidance and information on school improvement and the new framework for evaluation, improvement and accountability.

Part of [Evaluation, improvement and accountability](#)

CONTENTS

[Introduction](#)

[Framework for evaluation, improvement and accountability](#)

[Our vision for each aspect of the framework for evaluation](#)

Introduction

School improvement guidance

This guidance, issued under [Section 10 of the Education Act 1996](#), provides a new point of reference for schools, pupil referral units, local authorities, diocesan authorities, regional consortia and Estyn, which outlines our

<https://padlet.com/jessicaroberts4/e04tfqe8jmln73vb>

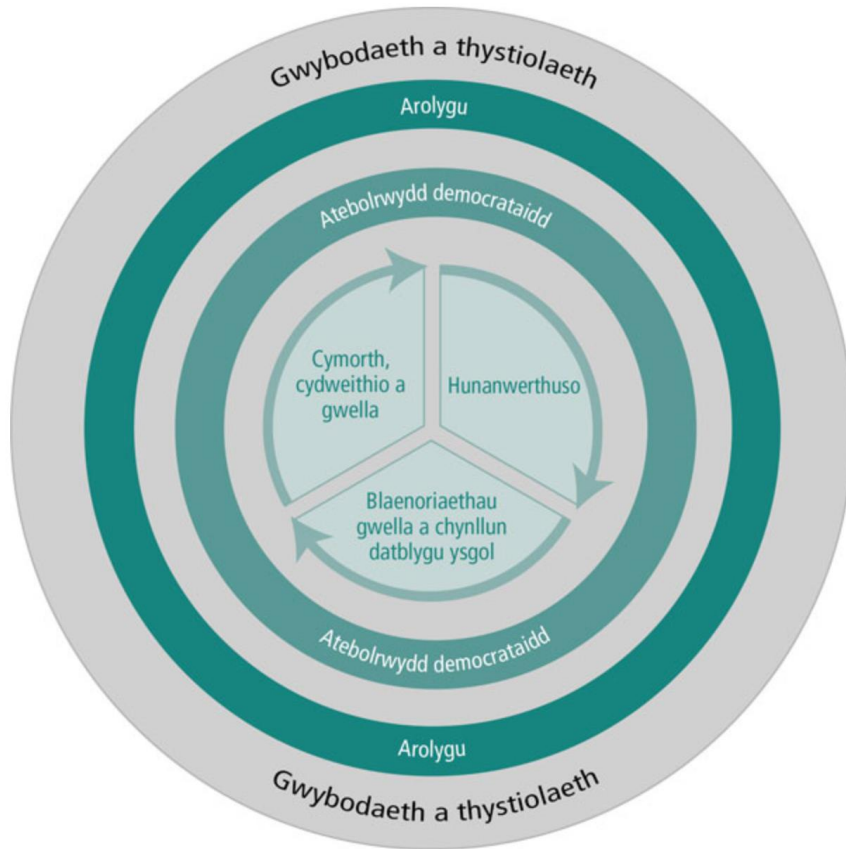


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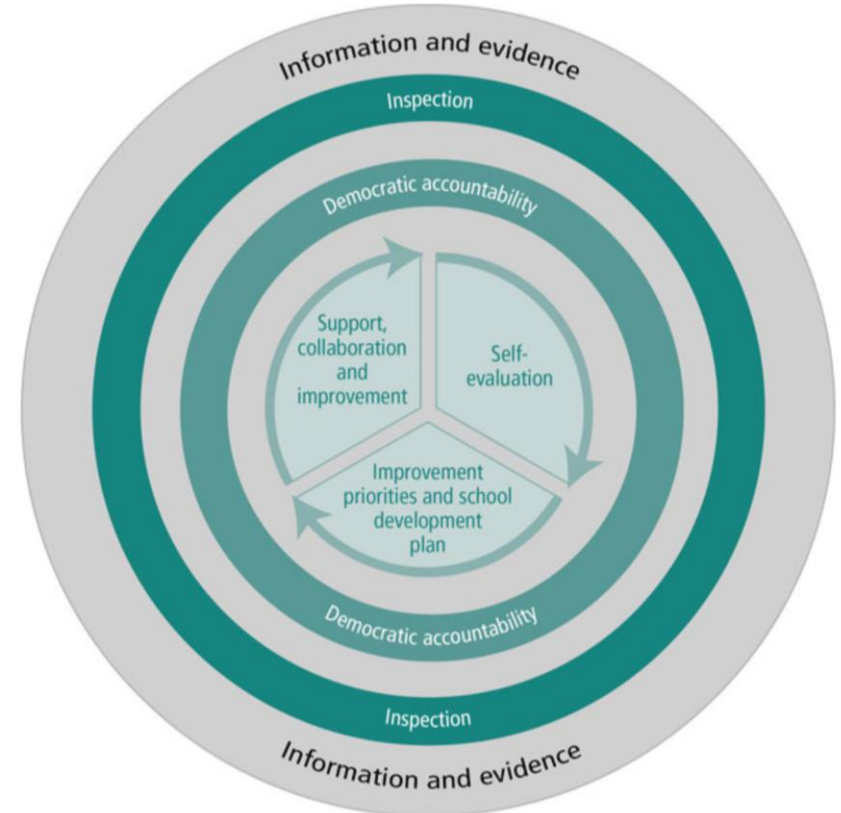
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Fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd



Framework for evaluation, improvement and accountability



jessicaroberts4 + 1 • 1mo

School Improvement/Gwella Ysgolion

Suggested school development/improvement literature

Hwb

hwb.gov.wales

School improvement guidance: framework for evaluation, improvement and accountability - Hwb

Hwb

hwb.gov.wales

Canllawiau gwella ysgolion: fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd - Hwb



Llywodraeth Cymru
Welsh Government

llyw.cymru

Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb [HTML] | LLYW.CYMRU



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Welsh Government

gov.wales

Our national mission: high standards and aspirations for all [HTML] | GOV.WALES



Llywodraeth Cymru
Welsh Government

llyw.cymru

Canllawiau gwella ysgolion: asesiad o'r effaith

Llywodraeth Cymru
(2023)



Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb

Map trywydd sy'n nodi sut mae ein polisiâu a'n hymrwymadau'n perennol yn ymwneud â'i gilydd.

PDF

gennell 21 Mawrth 2023

[cenhadaeth-ein-cenedl-safonau-dyheadau-uchel-i-bawb](#)

Welsh Government
(2023)



POLICY AND STRATEGY

Our national mission: high standards and aspirations for all

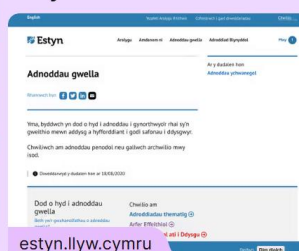
A roadmap that sets out how our existing education policies' commitments relate to one another.

PDF

14. 21 March 2023

[our-national-mission-high-standards-and-aspirations-all](#)

Estyn



estyn.llyw.cymru

Use this link to Improvement resources to look at Thematic reports and Effective practice

How schools and settings can improve support for learners from Gypsy, Roma and Traveller communities.



Llywodraeth Cymru
Welsh Government

gov.wales

Celebrate and participate: Education guidance to support Gypsy, Roma and Traveller children and young people



Llywodraeth Cymru
Welsh Government

gov.wales

School improvement guidance: impact assessment

Estyn



estyn.gov.wales

Improvement resources

Use this link to Improvement resources to look at Thematic

Dwyieithog/ Bilingual
Follow link to website.

The national resource: evaluation and improvement

Bullying



Llywodraeth Cymru
Welsh Government



estyn.llyw.cymru



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Institute of Education
Addysg i Gymru Education for Wales

PDPA
Partneriaeth Dygu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
The National Learning Grid / The National Learning Grid



A yellow sticky note is pinned to a white background with two red pushpins at the top. The text 'Amser Cinio' is written in red.

Amser
Cinio



A yellow sticky note is pinned to a corkboard with one red pushpin at the top. The text 'LUNCH BREAK!' is written in black marker.

LUNCH
BREAK!



A yellow sticky note is pinned to a corkboard with one red pushpin at the top. The text 'LUNCH BREAK!' is written in black marker.

LUNCH
BREAK!

Amser Egwyl
Break Time