Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

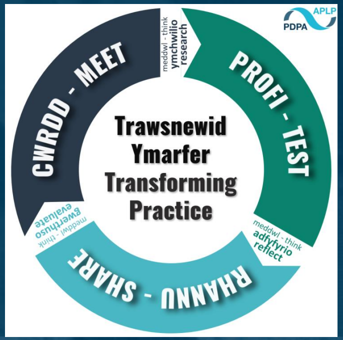
Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales

Pontio: Gwella Ysgolion & Cynllunio Strategol

Bridge: School Improvement & Strategic Planning

Trawsnewid Addysg, Trawsnewid Bywydau

Transforming Education, Transforming Lives



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

www.uwtsd.ac.uk

Amser	Gweithgaredd	Staff
08.30	Cyrraedd, cofrestru, cyflwyniadau	Arweinydd Rhwydwaith
08:35 – 09:00	Amcanion a amlinellu'r cyfnod profi, llyfryn STEER & teitl yr aseiniad	Thiwtor Cwricwlwm
09:00 – 09:20	Beth mae gwella ysgolion yn ei olygu i chi? (tasg)	Arweinydd Rhwydwaith a Thiwtor Cwricwlwm
09.20 – 09:50	Beth yw rhai o'r prif flaenoriaethau a mentrau cyfoes sy'n gyrru gwella ysgolion? Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb	Thiwtor Cwricwlwm
09.50 – 10:05	Chynllunio datblygu ysgolion (tasg taith) Gwella ysgolion ac Damcaniaeth hunanwerthuso	Thiwtor Cwricwlwm
10:05 – 10:20	Ymgysylltu â rhanddeiliaid Mae gwybodaeth am sut mae ymgysylltu â dysgwyr, staff ysgolion a chymuned ehangach yr ysgol yn cefnogi gwelliant (tasg)	Arweinydd Rhwydwaith a Thiwtor Cwricwlwm
10:20 – 10:30	Egwyl	
10:30 – 11:00	Tasg senario targed Cynllun Datblygu Ysgol (CDY).	Arweinydd Rhwydwaith a Thiwtor Cwricwlwm
11:00 - 12:00	*Ysgol arweiniol – cipolwg ar broses gynllunio'r ysgol arweiniol ar gyfer gwella. Sut gallai'r blaenoriaethau cenedlaethol fwydo mewn i'r blaenoriaethau lleol a rhai'r ysgol. Mae'r ysgol arweiniol yn rhoi amlinelliad o'r broses hunanwerthuso yn eu cyd-destun nhw, cyfle i rannu 1 neu ragor o flaenoriaethau'r ysgol ac amlygu beth mae hyn yn ei olygu'n ymarferol i'r staff a'r dysgwyr yn eu hysgol. *see notes**	Arweinydd Rhwydwaith
12:00 – 12:15	Disgwyliadau RHANNU dydd, cyfnod profi & unrhwy gwestiynau	Tiwtor Cwricwlwm

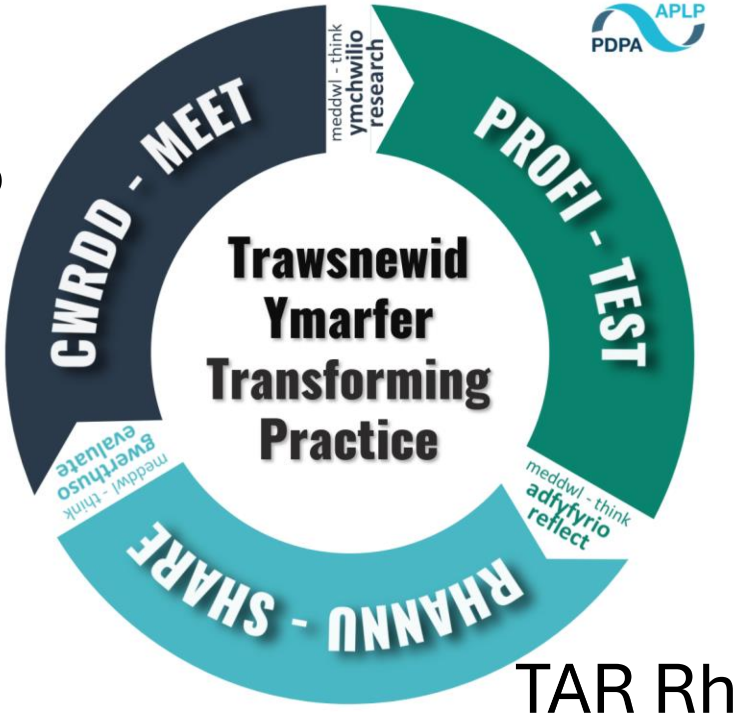
Time	Activity	Staff
08.30	Arrival, registration, introductions	Network Lead
08:35 – 09:00	Aims and outlining the test phase, STEER document & assignment title	Curriculum Tutor
09:00- 09:20	What does school improvement mean to you? (task)	Network Lead & Curriculum Tutor
09.20 – 09:50	What are some of the main contemporary priorities and initiatives driving school improvement? Our national mission: high standards and aspirations for all.	Curriculum Tutor
09.50 – 10:05	School development planning (journey task) School Improvement and self-evaluation theory	Curriculum Tutor
10:05 – 10:20	Engaging with stakeholders Information on how engaging with learners, school staff and wider school community supports improvement (task)	Network Lead & Curriculum Tutor
10:20 – 10:30	Break	
10.30 – 11:00	School Development Plan (SDP) target scenario task.	Network Lead & Curriculum Tutor
11.00 – 12:00	Lead school – insight into the lead school's improvement planning process. How do the national priorities feed into the local and school priorities? Lead school gives an outline of the self-evaluation process in their context, opportunity to share 1 or more of the school's priorities and highlight what this means in practice for staff and learners in their school. *see notes*	Network Lead
12:00 – 12:15	Share Day expectations, revisit test phase expectations & any questions	Network Lead & Curriculum Tutor

Pontio/Bridging

Lle mae gwybodaeth ymarferol a damcaniaethol yn cwrdd a lle mae trawsnewidiad.

Where practical and theoretical knowledge meet, and transformation happens

Cwrdd/Meet: 12.11.25



TAR Rhannu/PGCE Share: 26.11.25

Amcanion/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

Profi Cyfnod

Dysgwch am flaenoriaethau eich ysgol leoliad, fel y gwelir yn ei Chynllun Gwella Ysgol, ei Chynllun Gwella Adran, **neu** Gynllun Gwella MDPh – efallai y bydd angen cyfarfod gyda'r unigolyn/unigolion perthnasol er mwyn gwneud hyn, a dylai'r cyfarfod gael ei drefnu gan eich uwch fentor

Test Phase

Find out about your placement school's priorities as seen in their School Improvement Plan, Departmental Improvement Plan **or** AoLE Improvement Plan – this may require a meeting with the relevant person(s), which should be arranged by your senior mentor.

Profi Cyfnod

- Os yw'n bosibl, mynnwch gopi o'r cynllun
- Ar ôl cael mynediad at y cynllun a’i ddarllen, nodwch **un flaenoriaeth/maes targed** yr hoffech ei archwilio ar gyfer eich cyfnod PROFI.
- Meddyliwch *pam** mae hyn yn flaenoriaeth i’r ysgol a sut rydych yn bwriadu cyfrannu at gyflawni’r flaenoriaeth hon drwy eich addysgeg eich hun.

Test Phase

- If possible, get a copy of the plan
- From having access/read the plan, identify **one priority/target** area that you would like to explore for your TEST phase.
- Think about *why** this is a priority for the school and how you intend to contribute towards meeting this priority through your own pedagogy.

Profi Cyfnod

- **Rhannwch** gyda'ch mentor dosbarth/pwnc flaenoriaeth/maes targed yr ysgol/adran rydych yn dymuno mynd i'r afael ag ef yn eich gwersi yn ystod y cyfnod PROFI.
- **Cynlluniwch** eich gwersi i nodi ffyrdd y byddwch yn gweithio tuag at gyflawni'r flaenoriaeth hon
- **Cyflwynwch ac adfyfyriwch** ar eich gwersi a roddodd gyfle i chi gyfrannu at flaenoriaeth/maes targed yr ysgol.

** Efallai yr hoffech ystyried pa brosesau hunanwerthuso aeth yr ysgol drwyddynt i nodi'r targed hwn, pa strategaethau y mae wedi'u gweithredu, sut mae'n bwriadu gwerthuso effaith.*

Test Phase

- **Share** with your class/subject mentor the school/department priority/target area that you wish to address in your lessons during the TEST phase.
- **Plan** your lessons to identify ways in which you will work towards meeting this priority
- **Deliver and reflect** upon your lessons which gave opportunity for you to contribute towards the school's priority/target area.

** You may wish to consider what self-evaluative processes did the school go through to identify this target, what strategies have they implemented, how are they intending to evaluate impact.*

Llyfryn STEER Booklet

ECAD7005C/6016C Dysgwyr, Ysgolion a Chymunedau: ble ydw i'n addysgu?

ECAD7005/6016 Learners, Schools and Communities: where am I teaching?

ASESU/ ASSESMENT Rhan 2/Part 2

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APLP PDPA

Diwrnod CWRDD	MEET day	12.11.25
TAR Diwrnodau PROFI	PGCE TEST days	13.11.25 – 25.11.25
TAR Diwrnod RHANNU	PGCE SHARE day	26.11.25

Pontio 1 BA3 & TAR
Gwelliant Ysgol
BA3 & PGCE Bridge 1
School Improvement

Cofnod Tystiolaeth Ymholi Darpar Athrawon

Student-Teacher Enquiry Evidence Record
(STEER)

Beth mae gwella ysgolion yn ei olygu i chi?

What does school improvement mean to you?

Beth ydych chi'n ei wybod eisoes am y termau, 'gwella ysgol' neu 'ddatblygu ysgol'?

What do you know already about the terms, 'school improvement' or 'school development'?

Sut mae ysgolion yn penderfynu beth sydd angen ei ddatblygu neu ei wella?

How do schools decide what needs to be developed or improved?

Pam mae angen i ysgolion gynllunio eu strategaethau gwella?

Why do schools need to plan their improvement strategies?

Pwy yw'r rhanddeiliaid sy'n ymwneud â chynllunio'n strategol ar gyfer gwella a pham?

Who is involved in strategically planning for improvement and why?

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Cymru: 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.

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.

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

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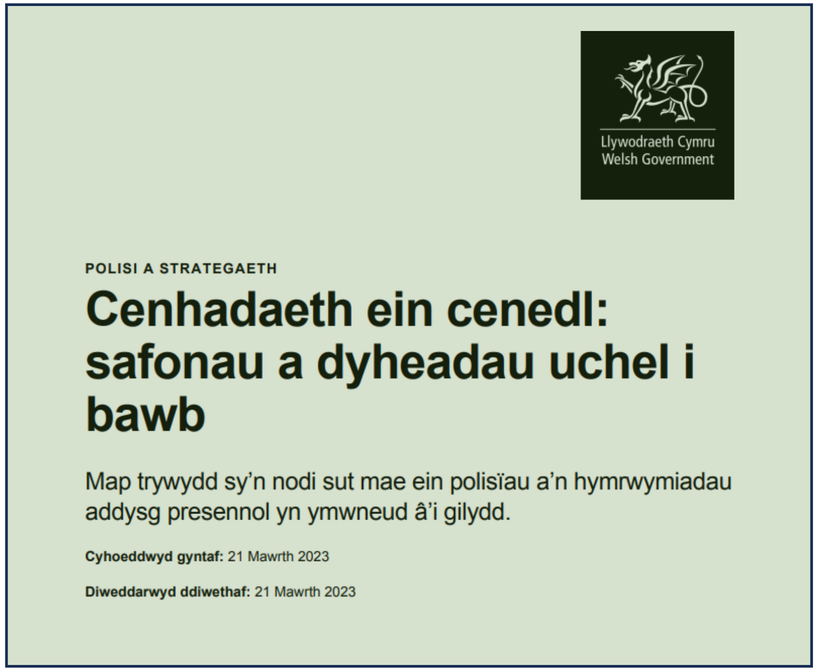
Cymru: y cyd-destun ar gyfer gwella

- Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015
- Cymraeg 2050: Miliwn o siaradwyr Cymrae'
- Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018

Wales: the context for improvement

- Well-being of Future Generations (Wales) Act 2015
- Cymraeg 2050: A million Welsh speakers
- Additional Learning Needs and Education Tribunal (Wales) Act 2018


POLISI A STRATEGAETH

Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb

Map trywydd sy'n nodi sut mae ein polisïau a'n hymrwymiadau addysg presennol yn ymwneud â'i gilydd.

Cyhoeddwyd gyntaf: 21 Mawrth 2023

Diweddarwyd ddiwethaf: 21 Mawrth 2023

POLICY AND STRATEGY

Our national mission: high standards and aspirations for all

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

First published: 21 March 2023

Last updated: 21 March 2023

Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb

Amcan 1: dysgu am oes

Amcan 2: chwalu rhwystrau

Amcan 3: profiad addysg cadarnhaol i bawb

Amcan 4: addysgu ac arweinyddiaeth o ansawdd uchel

Amcan 5: dysgu yn y gymuned

Amcan 6: mae’r Gymraeg yn perthyn i ni i gyd

Llywodraeth Cymru Welsh Government

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Cyhoeddwyd gyntaf: 21 Mawrth 2023

Diweddarwyd ddiwethaf: 21 Mawrth 2023

Cafodd y ddogfen hon ei lawrlwytho o LLYW.CYMRU, efallai nad dyma’r fersiwn mwyaf diweddar.
Ewch i https://www.llyw.cymru/cenhadaeth-ein-cenedl-safonau-dyheadau-uchel-i-bawb-html i weld y fersiwn ddiweddaraf.
Gwybdaeth am hawlfraint.

POLICY AND STRATEGY, DOCUMENT

Our national mission: high standards and aspirations for all

Objective 1: learning for life

Objective 2: breaking down barriers

Objective 3: a positive education experience for everyone

Objective 4: high-quality teaching and leadership

Objective 5: community-based learning

Objective 6: Cymraeg belongs to us all

Llywodraeth Cymru Welsh Government

POLICY AND STRATEGY

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School Improvement/Gwella Ysgolion

Gwella Ysgolion

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.

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

School Improvement

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.

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

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Tasg 5 funud

5 min task

Cynlluniwch daith o’ch lleoliad presennol i Aberystwyth.

Plan a journey from your current location to Aberystwyth.

Beth oedd eich ystyriaethau?

What were your considerations?

Sut y gall hyn gysylltu â chynllunio datblygu ysgolion?

- Pellter o’r lleoliad presennol?
- Amser bydd yn ei gymryd?
- Ffordd o deithio?
- Stopio ar hyd y ffordd?
- Defnyddio dyfais neu fap i’ch helpu?
- Teithio fel grŵp neu unigolion?
- Rolau penodol i unigolion wrth drefnu’r daith?
- Cost?

How can this link to school development planning?

- Distance from the current location?
- Time it will take?
- Mode of transport?
- Stops along the way?
- Use of a device or a map to help you?
- Travelling as a group or individuals?
- Specific roles for individuals in organising the journey?
- Cost?

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Hunanwerthuso

Mae'r broses o hunanwerthuso a chynllunio gwelliannau yn ganolog i gefnogi datblygiadau o ran gwella ysgol, dysgu proffesiynol a deilliannau dysgwyr. Fel proses flynyddol, mae hunanwerthuso'n offeryn allweddol wrth gynorthwyo ysgol i asesu ei pherfformiad.

Self-Evaluation

The process of self-evaluation and improvement planning is central to supporting advances in school improvement, professional learning and learner outcomes. As an annual process, self-evaluation is a key tool in assisting a school to assess its performance.

- Bydd perfformiad ysgolion yn cael ei ystyried yn ei ystyr ehangaf, gydag ysgolion yn cael eu gwerthuso yn eu cyd-destun eu hunain, wedi'u cefnogi gan ystod eang o dystiolaeth, cynlluniau gwella pwrpasol a chymorth. Bydd cynnydd, cyrhaeddiad a lles pob dysgwr yn nodweddion pwysig o werthusiad ysgolion.

- Bydd y prosesau hunanwerthuso **yn nodi meysydd cryfder a blaenoriaethau ar gyfer gwella** a fydd ar gael gyda'i gilydd mewn un cynllun datblygu ysgol strategol. Bydd ysgolion yn cyhoeddi crynodeb o'u cynlluniau, yn cynnwys **blaenoriaethau, camau gweithredu, cerrig milltir a chefnogaeth sydd wedi'i gynllunio** ar gyfer y flwyddyn academaidd bresennol, yn ogystal ag adroddiad ar gynnydd yn erbyn blaenoriaethau'r flwyddyn flaenorol.

- Gan adeiladu ar eu hunanwerthuso a'u cynlluniau datblygu eu hunain, bydd ysgolion yn cydweithio ag awdurdodau lleol a chonsortia rhanbarthol i gytuno ar y cymorth ychwanegol sydd ei angen arnynt i wella.

- School performance will be considered in its widest sense, with schools evaluated in their own context, supported by a broad range of evidence, bespoke improvement planning and support. The progression, attainment and well-being of all learners will be important features of school evaluation.

- The self-evaluation processes will **identify areas of strengths and priorities for improvement**, which will be drawn together in a single, strategic school development plan. Schools will publish a summary of their plan which includes **priorities, actions, milestones and planned support** for the current academic year, as well as a report on progress against the previous year's priorities.

- Building on their own self-evaluation and development plans, schools will work with local authorities and regional consortia to agree the additional support they need to improve

Canllawiau gwell ysgolion: asesiad o'r effaith

School Improvement guidance: Impact Assessment

Llwyodraeth Cymru (2022)

Welsh Government (2022)

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.

Research evidence on effective self-evaluation emphasises the importance of effective self-evaluation being focused 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 ritualized audit of their practice.

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Dulliau hunanwerthuso

Ymgysylltu â rhanddeiliaid

[Cynllunio gwelliant a'i roi ar waith - Hwb]

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

Approaches to self-evaluation

Engaging with stakeholders

[Engaging with stakeholders - Hwb]

Information on how engaging with learners, school staff and wider school community supports improvement.

Egwyl/ Break

Enghreifftiau o dargedau CDY

1. Gwella datblygiad hyfedredd mathemategol disgyblion (yn arbennig rhuglder a dealltwriaeth gysyniadol)

2. Gwella ac ymestyn cyfleoedd disgyblion i ddatblygu sgiliau llafaredd Cymraeg

3. Gwella rhuglder darllen dysgwyr a'u hannog i ddarllen er mwynhad drwy gydol yr ysgol.

Examples of SDP targets

1. To enhance the development of pupils' mathematical proficiencies (in particular, fluency and conceptual understanding)

2. Enhance and widen pupils' opportunities to develop Welsh oracy skills.

3. Enhance learners' reading fluency and engagement with reading for pleasure throughout the school.

Enghreifftiau o dargedau CDY

4. Cynllunio'r cwricwlwm: parhau i nodi cyfleoedd i ddysgwyr ddatblygu'r sgiliau hanfodol

5. Gwella ein dealltwriaeth o gynnydd dysgwyr, gan ganolbwyntio ar gyfleoedd asesu ffurfiannol effeithiol

6. Gwella ein haddysgeg addysgu ymhellach er mwyn cefnogi datblygiad sgiliau dysgu annibynnol dysgwyr

Examples of SDP targets

4. Curriculum design: continue to identify opportunities for learners to develop the integral skills

5. Improve our understanding of learner progress, with a focus on effective formative assessment opportunities

6. To further improve our teaching pedagogy to support the development of learners' independent learning skills

Enghreifftiau o dargedau CDY

7. Datblygu diwylliant o gynwysoldeb ymhellach ar draws yr ysgol

8. Datblygu chamau gweithredu penodol, diriaethol a chyflawnadwy

9. Parhau i ddatblygu ymwybyddiaeth disgyblion o sut i gadw'n ddiogel tra'n defnyddio'r rhyngrwyd a chyfryngau cymdeithasol.

Examples of SDP targets

7. To further develop a culture of inclusivity across the school

8. Develop specific, tangible and achievable actions on race equality

9. To further develop pupils' awareness of how to stay safe whilst using the internet and social media.

Mewnbwn ysgolion arweiniol rhwydwaith

Ysgol arweiniol – cipolwg ar broses gynllunio'r ysgol arweiniol ar gyfer gwella. Sut gallai'r blaenoriaethau cenedlaethol fwydo mewn i'r blaenoriaethau lleol a rhai'r ysgol. Mae'r ysgol arweiniol yn rhoi amlinelliad o'r broses hunanwerthuso yn eu cyd-destun nhw, cyfle i rannu 1 neu ragor o flaenoriaethau'r ysgol ac amlygu beth mae hyn yn ei olygu'n ymarferol i'r staff a'r dysgwyr yn eu hysgol.

Network lead school input

Lead school – insight into the lead school's improvement planning process. Explanation of how might the national priorities feed into the local and school priorities. Lead school gives an outline of the self-evaluation process in their context, opportunity to share 1 or more of the school's priorities (where appropriate) and highlight what this means in practice for staff and learners in their school.

Profi Cyfnod

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Test Phase

Find out about your placement school's priorities as seen in their School Improvement Plan, Departmental Improvement Plan **or** AoLE Improvement Plan – this may require a meeting with the relevant person(s), which should be arranged by your senior mentor.

Profi Cyfnod

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Test Phase

- If possible, get a copy of the plan
- From having access/read the plan, identify **one priority/target** area that you would like to explore for your TEST phase.
- Think about *why** this is a priority for the school and how you intend to contribute towards meeting this priority through your own pedagogy.

Profi Cyfnod

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Test Phase

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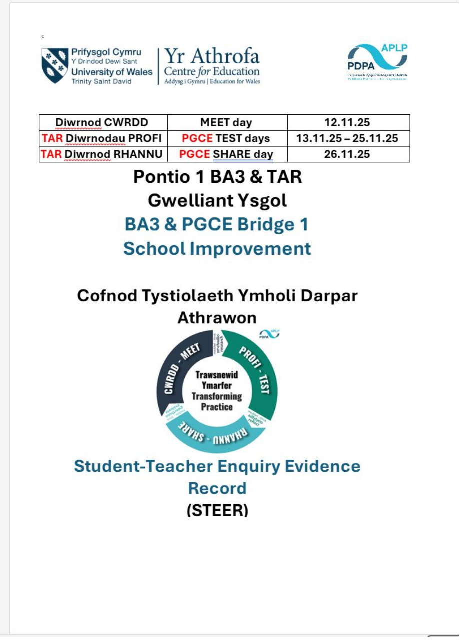
** You may wish to consider what self-evaluative processes did the school go through to identify this target, what strategies have they implemented, how are they intending to evaluate impact.*

Unrhwy gwestiynau?

Any questions?



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BA3 & PGCE Bridge 1
School Improvement

Cofnod Tystiolaeth Ymholi Darpar Athrawon

Trawsnewid Ymarfer Transforming Practice

CWRDD - MEET · PROFI - TEST · RHANNU - SHARE

Student-Teacher Enquiry Evidence Record
(STEER)

- Dylai eich cyflwyniad drafod eich canfyddiadau a'ch adfyfyrdodau ar y profiad pontio hwn
- Cofiwch gynnwys rhywfaint o feirniadiaeth drwy wneud cysylltiadau ag unrhyw ymchwil, darllen neu ddamcaniaeth rydych chi wedi dod ar ei thraws.

- Discuss your findings and reflections from this bridging experience
- Remember to include a degree of criticality by making links to any research, reading, or theory you have encountered.