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

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

Trawsnewid Addysg, Trawsnewid Bywydau

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Archwilio a deall asesu

Exploring and understanding assessment

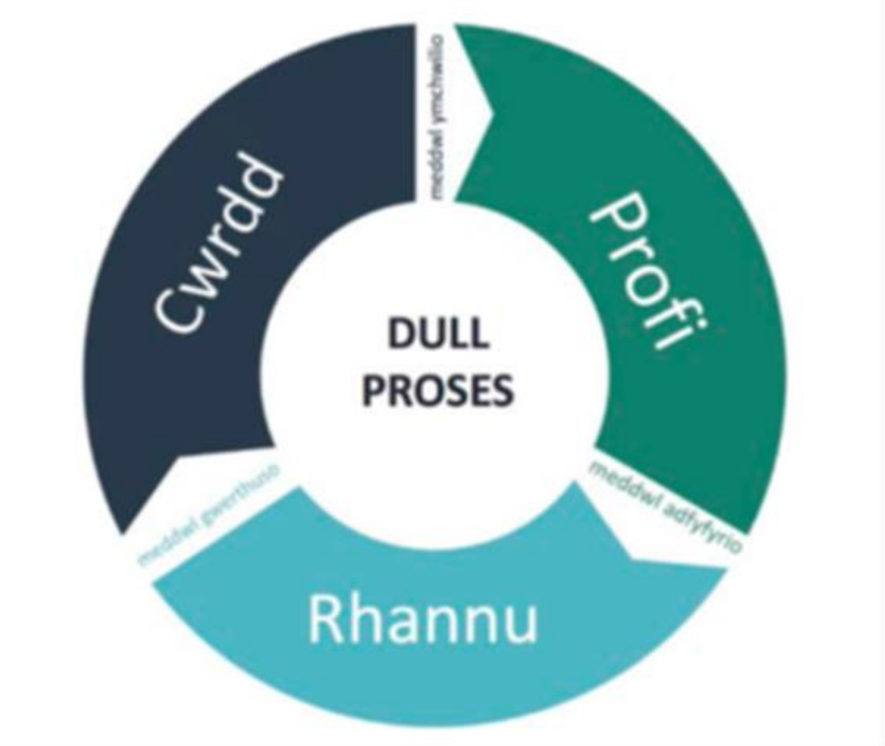
Trosolwg o'r diwrnod Overview of the day

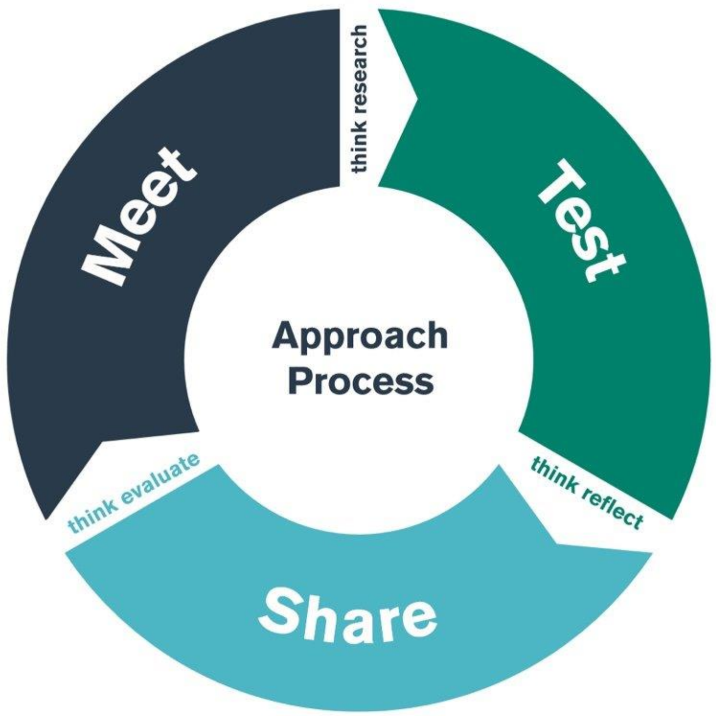
Amser / Time	Rhaglen a chynnwys / Schedule and content
8:45 - 9:00 Amlinellu Pontio Outlining Bridging	**Croeso a chyflwyniadau. Amlinellu diben, nodau a deilliannau disgwyliedig y profiad Pontio** Welcome and introductions. Outline purpose, aims and expected outcomes of the Bridging experience
9:00 – 9:30 Gosod y cyd-destun Setting the context	Beth mae asesu yn ei olygu i chi?/ What does assessment mean to you? Polisi a llenyddiaeth / Policy and literature Egwyddorion allweddol a diben asesu (Polisi LlC) /Key principles and purpose of assessment (WG policy) Asesu ffurfiannol /Formative assessment (Black & Wiliam)
9:30 – 10:00 Tystiolaeth ymchwil bellach Further research evidence	Continwwm asesu: cwestiynau beirniadol (adroddiad IEAN)/Continuum of assessment: critical questions (IEAN report) Ymagweddau effeithiol wrth asesu (adroddiad Estyn) /Effective approaches to assessment (Estyn report) Egwyddorion asesu ar gyfer dysgu/Assessment for learning principles
10:00 –10:15	Egwyl/Break
10:30 – 11:30 Arfer ysgolion School practice	Taith ddiwygio asesu'r ysgol (os ydy'n briodol). Polisi Asesu'r ysgol. Arferion Asesu ar gyfer Dysgu yr ysgol. School assessment reform journey (if appropriate). School Assessment policy. School's AfL practices
11:30- 12:00	Gwneud cysylltiadau – golwg fanylach ar strategaethau Asesu ar gyfer Dysgu. *Meithrin dealltwriaeth yn barod am y cyfnod PROFI*. Making links – a closer look at AfL strategies. *Building an understanding ready for the TEST phase*.
12:00 – 12:15 Mwy o ymchwil More research	Cydgyfeiriol a Dargyfeiriol: Barnau cyferbyniol ar asesu/Convergent and Divergent: Contrasting views of assessment
12:15 – 12:35	Dogfen STEER a disgwyliadau'r cyfnod RHANNU / STEER document and expectations of SHARE phase

Pontio/Bridging

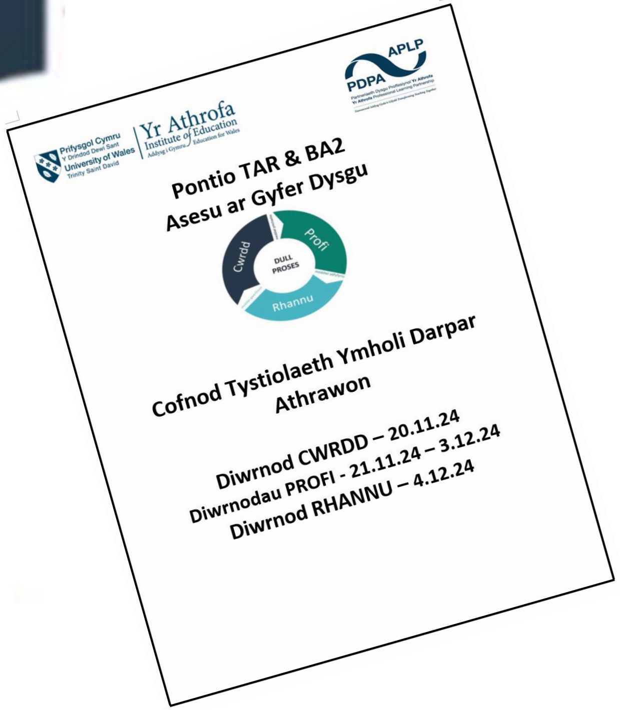
Lle mae gwybodaeth ymarferol a damcaniaethol yn cwrdd a lle mae trawsnewidiad.

Where practical and theoretical knowledge meet, and transformation happens





Cwrdd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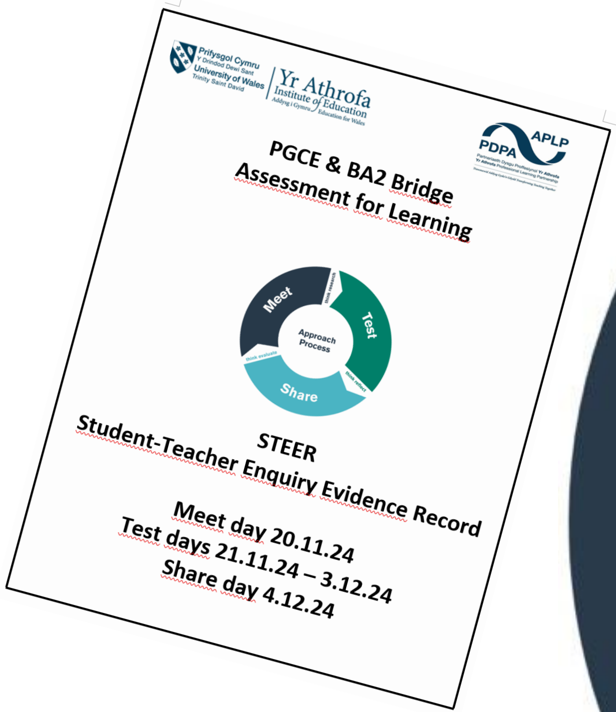
Institute of Education
APLP
PDPA
Pontio TAR & BA2
Asesu ar Gyfer Dysgu
Cwrdd
Profi
Rhannu
DULL PROSES
Cofnod Tystiolaeth Ymholi Darpar Athrawon
Diwrnod CWRDD – 20.11.24
Diwrnodau PROFI - 21.11.24 – 3.12.24
Diwrnod RHANNU – 4.12.24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Institute of Education
APLP
PDPA
PGCE & BA2 Bridge
Assessment for Learning
Meet
Test
Share
Approach Process
STEER
Student-Teacher Enquiry Evidence Record
Meet day 20.11.24
Test days 21.11.24 – 3.12.24
Share day 4.12.24

Meet

Noda Peacock (2016:4):

'Addysgeg, cwricwlwm ac asesu yw meysydd craidd arbenigedd sy'n sail i bob addysgu da.'

Peacock (2016:4) states:

'Pedagogy, curriculum and assessment are the core areas of expertise that form the foundations for all good teaching.'

Beth mae asesu yn ei olygu i chi?
What does assessment mean to you?

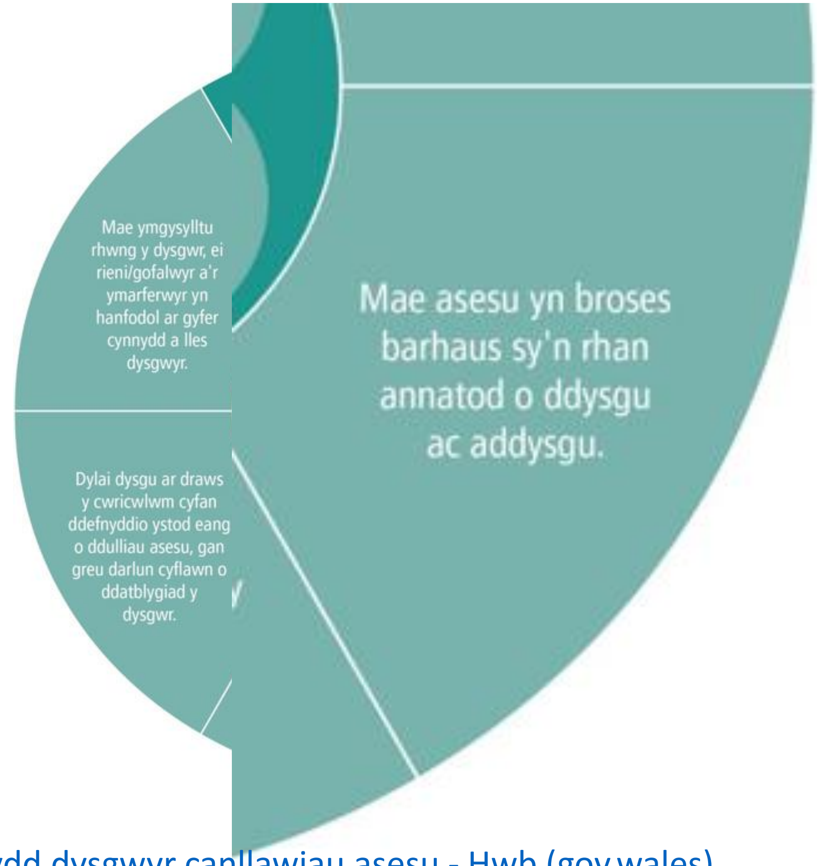
Beth yw asesu/
What is assessment?

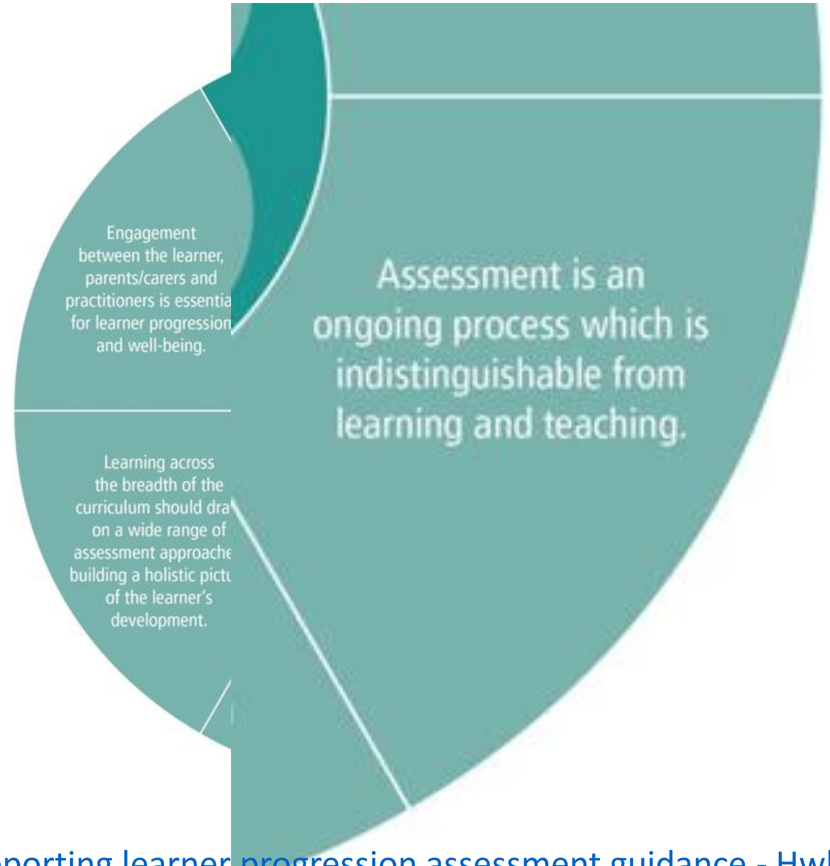
Pryd mae asesu'n digwydd?
When does assessment take place?

Pam byddwn ni'n asesu?
Why do we assess?

Sut byddwch chi'n asesu eich dysgwyr?
How do you assess your learners?

Egwyddorion allweddol a diben asesu
Key principles and purpose of assessment





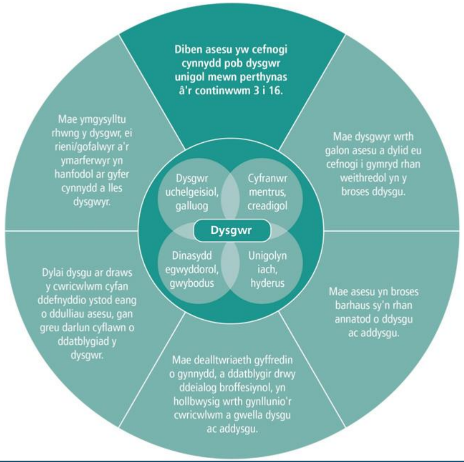
Cefnogi cynnydd dysgwyr canllawiau asesu - Hwb (gov.wales)

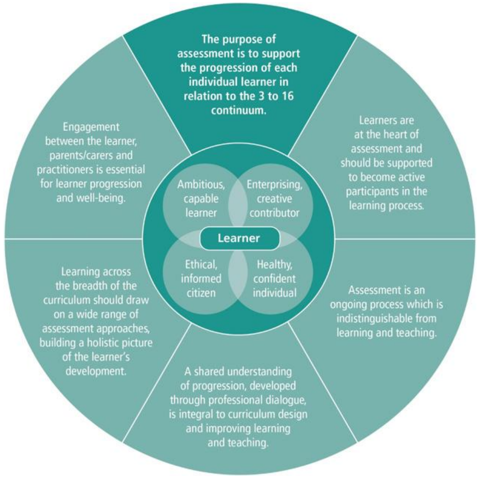
Supporting learner progression assessment guidance - Hwb (gov.wales)

Cwestiwn beirniadol: y dysgwr/Critical question: the learner

- Ym mha ffyrdd ac i ba raddau mae'r model hwn yn cydnabod y dysgwr fel cyfranogwr gweithredol yn y prosesau o ddysgu ac asesu?

- In what ways and to what extent does the model recognise the learner as an active participant in the processes of learning and assessing?





Egwyddorion allweddol a diben asesu
Key principles and purpose of assessment

Mae asesu yn chwarae tair prif ran yn y broses o alluogi cynnydd dysgwyr:

- cefnogi dysgwyr unigol yn barhaus o ddydd i ddydd
- nodi, cofnodi a myfyrio ar gynnydd dysgwyr unigol dros amser
- deall cynnydd grwpiau er mwyn myfyrio ar arferion.

Wrth gynllunio a chyflwyno profiadau dysgu, **dylai ymarferwyr fod yn glir** ynghylch rôl benodol pob asesiad a gynhelir ac at ba ddiben y defnyddir y ddealltwriaeth a geir yn sgil yr asesiad, a pham.

Assessment has three main roles in the process of enabling learner progression:

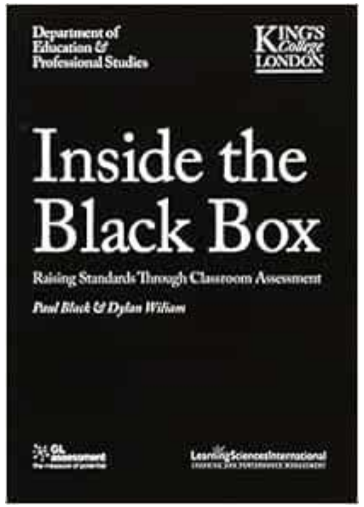
- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice.

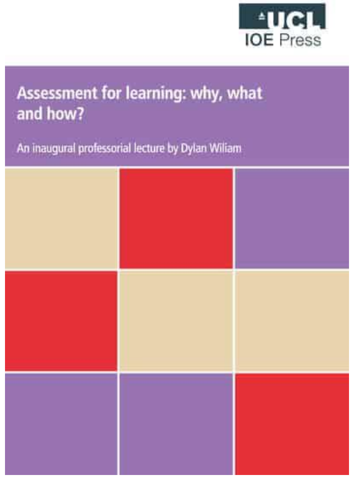
When planning and delivering learning experiences, **practitioners should be clear about** the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why.

Cefnogi cynnydd dysgwyr canllawiau asesu - Hwb (gov.wales)

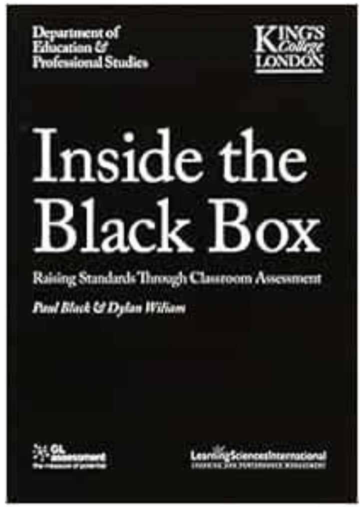
Supporting learner progression assessment guidance - Hwb (gov.wales)

‘Gall gweithgaredd asesu helpu’r dysgu os yw’n darparu gwybodaeth i’w defnyddio fel adborth, gan athrawon, a gan eu disgyblion, wrth asesu eu hunain a’i gilydd, i addasu’r gweithgareddau dysgu ac addysgu y maent yn cymryd rhan ynddynt. Mae asesu o’r fath yn dod yn ‘asesu ffurfiannol' pan ddefnyddir y dystiolaeth i addasu’r gwaith addysgu i fodloni anghenion dysgu’ (Black & Wiliam 1998)

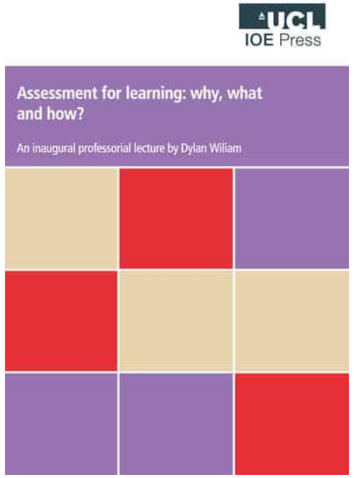




'An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.



Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs' (Black & Wiliam 1998)



*'**Asesu ar gyfer dysgu** yw unrhyw asesiad sydd â'r flaenoriaeth gyntaf o ateb y diben o hyrwyddo dysgu disgyblion. Mae'n wahanol felly i asesu a luniwyd yn bennaf i ateb y diben o atebolrwydd, neu lunio rhestrau safleoedd, neu ardystio cymhwysedd' (Black et al., 2002)*

*'**Assessment for learning** is any assessment for which the first priority is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence' (Black et al., 2002)*

Continwwm asesu

Asesu Greddfol

Heb ei gynllunio, heb ei gofnodi ac yn digwydd yn barhaus Nid yw plant fel arfer yn ymwybodol eu bod yn cael eu hasesu.

Enghraifft:

gosod cwestiynau priodol i sgaffaldio'r dysgu, bod yn hyblyg ac yn ymatebol i arwyddion o gamsyniadau plant

Rhyngweithiadau wedi'u cynllunio

Mwy gweladwy, o bosibl yn cael eu cofnodi ac yn gysylltiedig â deilliannau dysgu/ cymwyseddau Efallai bod plant yn ymwybodol eu bod yn cael eu hasesu neu efallai ddim.

Enghraifft

gofyn i blant lunio mapiau cysyniadau i gyfleu eu dealltwriaeth gyfredol o bwnc; trafod darn o waith gyda phlentyn

Digwyddiadau Asesu

Digwyddiadau penodol, gweladwy sy'n cael eu cofnodi
Mae plant fel arfer yn ymwybodol eu bod yn cael eu hasesu

Enghraifft:

profion/cwisiau wedi'u llunio gan yr athro; asesiadau safonedig a luniwyd yn allanol

iean-changing-assessment-cultures-oct21.pdf

Ffigur 1 – Continwwm asesu (NCCA, 2020, t. 23)

Continuum of assessment

iean-changing-assessment-cultures-oct21.pdf

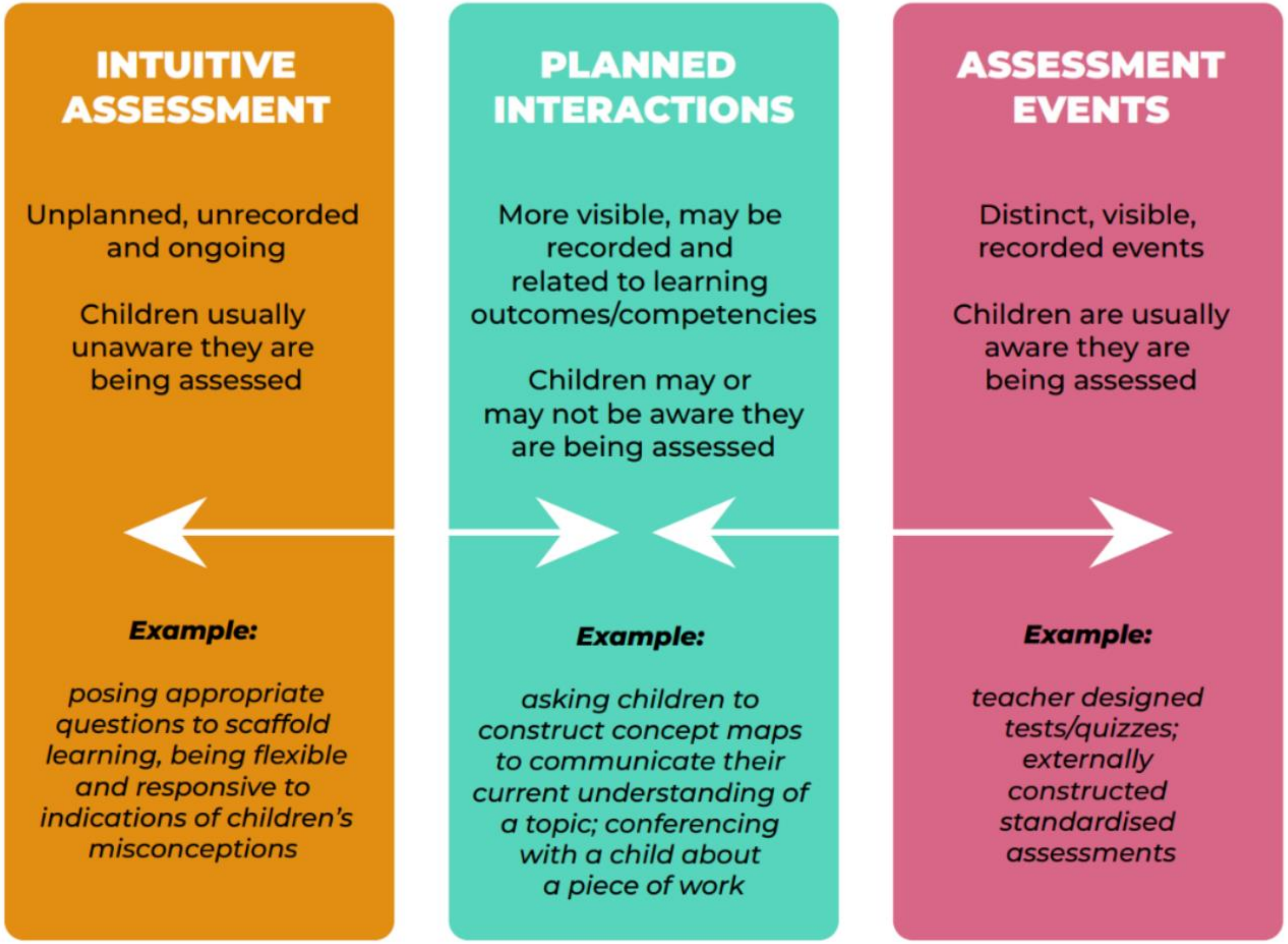


Figure 1 – Continuum of assessment (NCCA, 2020, p. 23)

The word 'intuitive' suggests an activity that is carried out without conscious awareness or planning.

INTUITIVE ASSESSMENT

Unplanned, unrecorded and ongoing

Children usually unaware they are being assessed

Example:

posing appropriate questions to scaffold learning, being flexible and responsive to indications of children's misconceptions

- To what extent do you think this is an **appropriate description of practitioner activity** in the classroom?
- Can you suggest a better alternative?
- What are the implications for learners if they are unaware that they are being assessed?

Mae'r gair 'greddfol' yn awgrymu gweithgaredd a gyflawnir heb ymwybyddiaeth neu gynllunio ymwybodol.

Asesu Greddfol

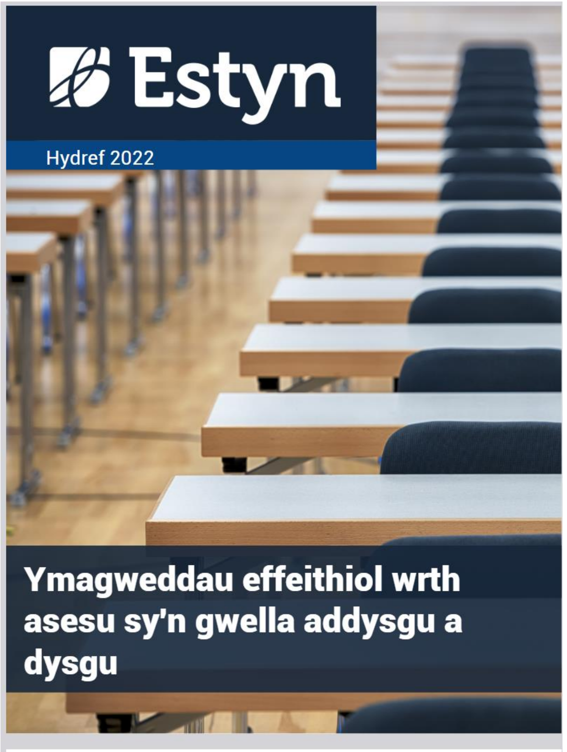
Heb ei gynllunio, heb ei gofnodi ac yn digwydd yn barhaus Nid yw plant fel arfer yn ymwybodol eu bod yn cael eu hasesu.

Enghraifft:

gosod cwestiynau priodol i sgaffaldio'r dysgu, bod yn hyblyg ac yn ymatebol i arwyddion o gamsyniadau plant

- I ba raddau ydych chi'n credu bod hwn yn **ddisgrifiad priodol o weithgarwch ymarferydd** yn yr ystafell ddosbarth?
- A allwch chi awgrymu dewis gwell?
- Beth yw'r goblygiadau i ddysgwyr os nad ydyn nhw'n ymwybodol eu bod nhw'n cael eu hasesu?

Egwyddorion asesu ar gyfer dysgu
Assessment for learning principles



Crynodeb gweithredol/Executive summary (td/pg 1)

‘Teachers plan carefully for opportunities that help them to identify how well pupils have understood or can apply learned knowledge and skills. In these classrooms, teachers use assessment practices to continually gather a range of information about pupils’ learning and to make informed decisions about progress. They use questioning skillfully to probe understanding, work with smaller groups and individuals to discuss their work and identify misconceptions. In the best cases, they use this information to react to pupils ‘in the moment’ and to influence the next steps in teaching’.

‘In many of the schools……, teachers have developed effective strategies to engage pupils in the learning and assessment process and develop their independence and motivation when improving their work. These teachers use their professional judgment to decide when best to share or co-construct learning intentions and success criteria with pupils. They use constructive, focused feedback, both during lessons and over time and ensuring that pupils have regular opportunities to respond to feedback to deepen their learning.’

‘In the most effective schools, we saw teachers and leaders thinking carefully about the role of peer and self-assessment and how it can be used more beneficially to support learning. Where it is done well, teachers build in regular opportunities to support pupils in developing their skills in evaluating their own and other’s learning progressively’.

Crynodeb gweithredol/Executive summary (td/pg 1)

‘Mae athrawon yn cynllunio’n ofalus argyfer cyfleoedd sy’n eu helpu i nodi pa mor dda y mae disgyblion wedi deall neu’ngallu cymhwyso gwybodaeth a medrau a ddysgwyd. Yn yr ystafelloedd dosbarth hyn,mae athrawon yn defnyddio arferion asesu i gasglu amrywiaeth o wybodaeth ynbarhaus am ddysgu disgyblion, a gwneud penderfyniadau gwybodus am gynnydd. Defnyddiant holi yn fedrus i brocio dealltwriaeth, gweithio gyda grwpiau llai acunigolion i drafod eu gwaith a nodi camdybiaethau. Yn yr achosion gorau,defnyddiant y wybodaeth hon i ymateb i ddisgyblion ‘ar y pryd’ a dylanwadu ar ycamau nesaf mewn addysgu’.

‘Mewn llawer o’r ysgolion…., mae athrawon wedi datblygustrategaethau effeithiol i gynnwys disgyblion yn y broses ddysgu ac asesu, adatblygu eu hannibyniaeth a’u cymhelliant wrth wella’u gwaith. Mae’r athrawon yn defnyddio eu crebwyll proffesiynol i benderfynu pryd orau i rannu neu gyd-greubwriadau dysgu a meini prawf llwyddiant gyda disgyblion. Maent yn darparuenghreifftiau da o ddysgu, sy’n helpu disgyblion i ddeall yr hyn y maent yn gweithiotuag ato, a sut i lwyddo. Defnyddiant adborth adeiladol, ffocysedig, yn ystod gwersi athros gyfnod, gan sicrhau bod disgyblion yn cael cyfleoedd rheolaidd i ymateb iadborth i ddyfnhau eu dysgu

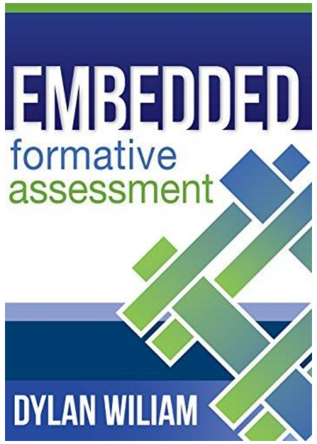
‘Yn yr ysgolion mwyaf effeithiol, gwelsom athrawon ac arweinwyr yn meddwl ynofalus am rôl asesu cyfoedion a hunanasesu, a sut y gellir ei ddefnyddio’n fwybuddiol i gefnogi dysgu. Lle gwneir hyn yn dda, mae athrawon yn cyflwyno cyfleoeddrheolaidd i gynorthwyo disgyblion i ddatblygu eu medrau mewn gwerthuso eu dysgueu hunain a dysgu disgyblion eraill yn raddol.

Egwyddorion asesu ar gyfer dysgu
Assessment for learning principles

- Bwriadau dysgyu a meini prawf llwyddiant
- Cwestiynu
- Adborth
- Hunan asesu ac asesu cyfoedion

- Learning intentions and success criteria
- Questioning
- Feedback
- Self and peer assessment

	Where the learner is going	Where the learner is now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria	2. Engineering effective discussions, tasks and activities that elicit evidence of learning	3. Providing feedback that moves learning forward
Peer		4. Activating students as learning resources for one another	
Learner			5. Activating students as owners of their own learning



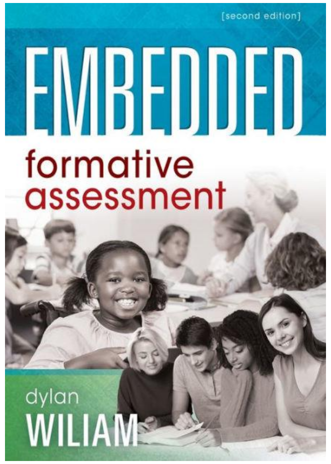


Figure 2: The table illustrates the role of the teacher, peer and learner in the formative assessment process (pg xx)

	Ble mae'r dysgwr yn mynd	Ble mae'r dysgwr nawr	Sut i gyrraedd yno
Athro	1. Egluro, rhannu a deall bwriadau dysgu a meini prawf llwyddo	2. Achosi trafodaethau effeithiol, tasgau a gweithgareddau sy'n ennyn tystiolaeth o ddysgu	3. Rhoi adborth sy'n symud dysgu ymlaen
Cyfoed Dysgwr		4. Ysgogi myfyrwyr fel adnoddau dysgu i'w gilydd	5. Ysgogi myfyrwyr fel perchnogion eu dysgu eu hun

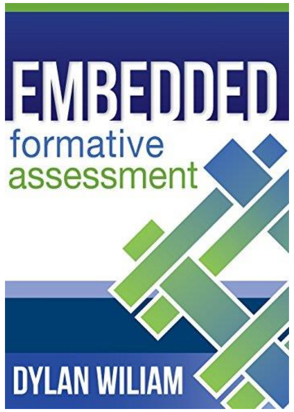
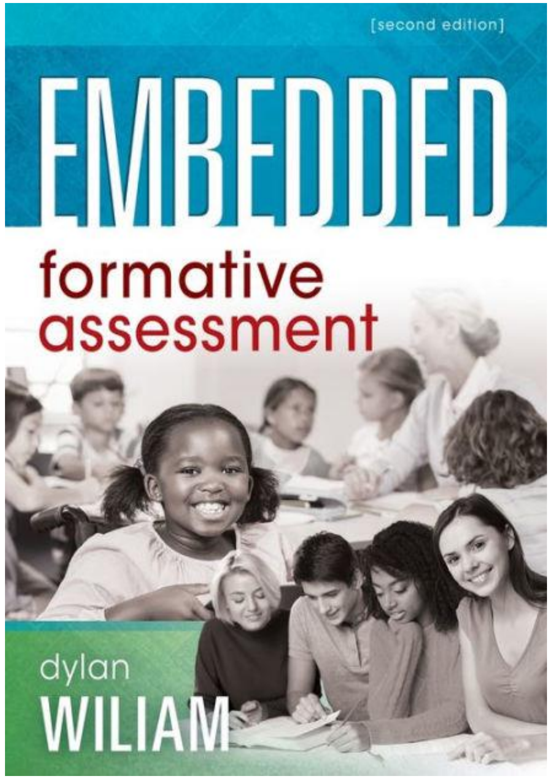


Figure 2: The table illustrates the role of the teacher, peer and learner in the formative assessment process (pg xx)



[Formative Assessment and Questioning (padlet.com)](#)

AMSER EGWYL

Mewnbwn ysgolion arweiniol rhwydwaith
Network lead school input

Building an understanding ready for the TEST phase

TEST phase (PTE NETWORK SCHOOL)

During the TEST phase you will be expected to trial, reflect and develop your use of identified AfL strategies in a range of contexts. You should aim to trial several strategies and are likely to explore the different Assessment for Learning principles as listed below

1. Clarifying, sharing and understanding learning intentions and success criteria

2. Engineering effective discussions, tasks and activities that elicit evidence of learning

3. Providing feedback that moves learning forward

4. Activating students as learning resources for one another

5. Activating students as owners of their own learning

Meithrin dealltwriaeth yn barod am y cyfnod PROFI

Cyfnod PROFI (YSGOL RWYDWAITH PAP)

Yn ystod y cyfnod PROFI bydd disgwyl i chi dreialu, adfyfyrio a datblygu eich defnydd o strategaethau Asesu ar gyfer Dysgu dynodedig mewn ystod o gyd-destunau.

Dylech anelu at dreialu nifer o strategaethau ac mae'n debygol y byddwch yn archwilio'r gwahanol egwyddorion Asesu ar gyfer Dysgu yn y rhestr isod

1. Egluro, rhannu a deall bwriadau dysgu a meini prawf llwyddo

2. Achosi trafodaethau effeithiol, tasgau a gweithgareddau sy'n ennyn tystiolaeth o ddysgu

3. Rhoi adborth sy'n symud dysgu ymlaen

4. Ysgogi myfyrwyr fel adnoddau dysgu i'w gilydd

5. Ysgogi myfyrwyr fel perchnogion eu dysgu eu hun

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Assessment for Learning principle

1. Clarifying, sharing and understanding learning intentions and success criteria

AfL Strategies

[Formative Assessment and Questioning (padlet.com)]

Egwyddor Asesu ar gyfer Dysgu

1. Egluro, rhannu a deall bwriadau dysgu a meini prawf llwyddo

Strategaethau Asesu ar gyfer Dysgu

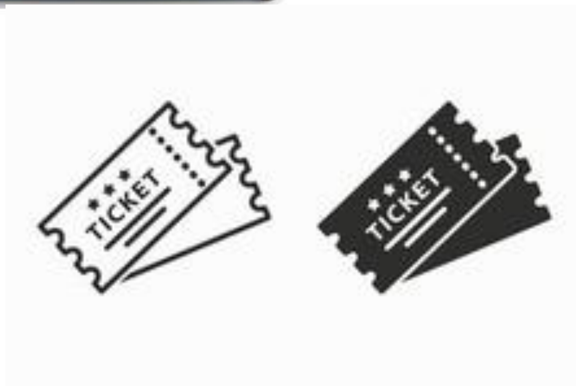
[Formative Assessment and Questioning (padlet.com)](https://padlet.com)

Assessment for Learning principle

2. Engineering effective discussions, tasks and activities that elicit evidence of learning

AfL Strategies

A	B
C	D



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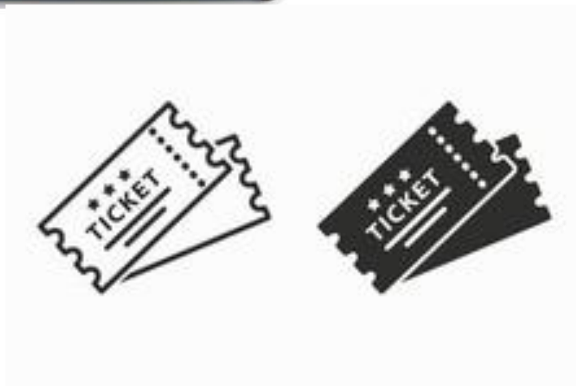
Egwyddor Asesu ar gyfer Dysgu

2. Achosi trafodaethau effeithiol, tasgau a gweithgareddau sy'n ennyn tystiolaeth o ddysgu

Strategaethau Asesu ar gyfer Dysgu

A	B
C	D



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Assessment for Learning principle

Assessment for Learning principle

3. Providing feedback that moves learning forward

Strategaethau Asesu ar gyfer Dysgu

Assessment for Learning principle

Egwyddor Asesu ar gyfer Dysgu

3. Rhoi adborth sy’n symud dysgu ymlaen

Strategaethau Asesu ar gyfer Dysgu

Assessment for Learning principle

4. Activating students as learning resources for one another

AfL Strategies

Egwyddor Asesu ar gyfer Dysgu

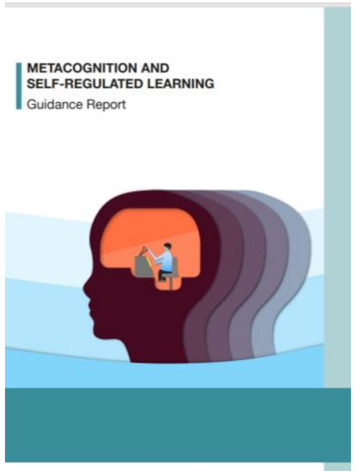
4. Ysgogi myfyrwyr
fel adnoddau dysgu
i’w gilydd

Strategaethau Asesu ar gyfer Dysgu

Egwyddor Asesu ar gyfer Dysgu

5. Ysgogi myfyrwyr fel perchnogion eu dysgu eu hun

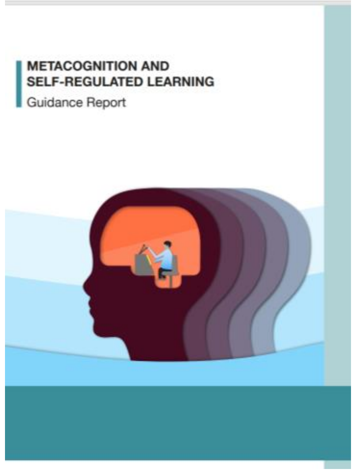
Strategaethau Asesu ar gyfer Dysgu



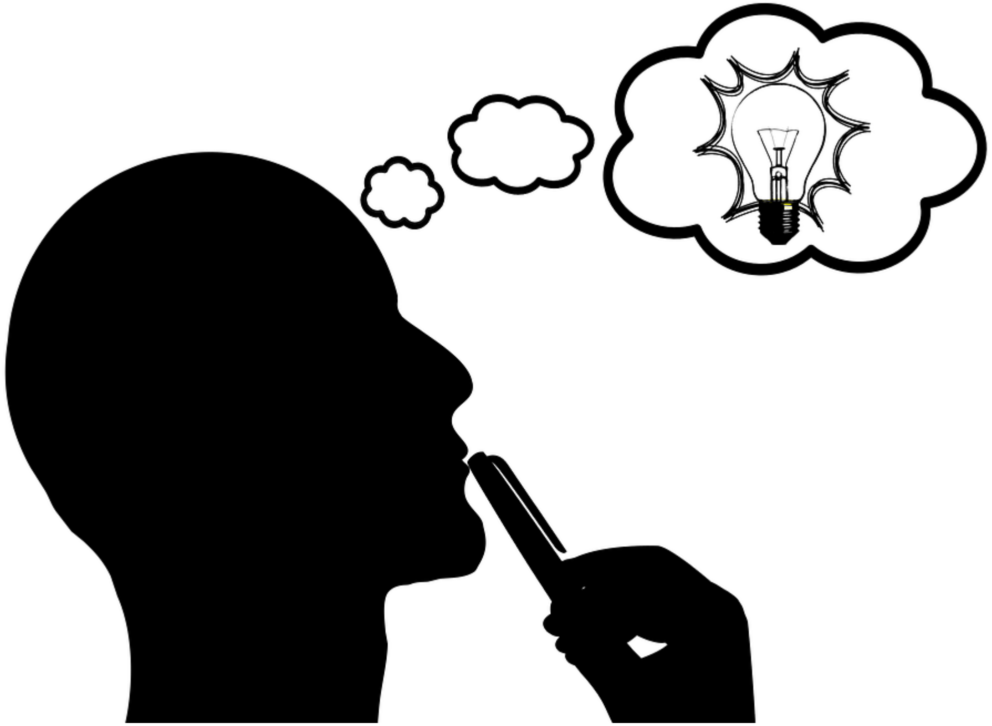
Assessment for Learning principle – self assessment

5. Activating students as owners of their own learning

AfL Strategies


METACOGNITION AND
SELF-REGULATED LEARNING
Guidance Report

I'w feddwl amdano...
Food for thought...



Asesu – Dull Proses

- Mae'r dull hwn, a ddylanwadwyd gan waith James McKernan a Laurence Stenhouse, ymhlith eraill, yn cynrychioli ffordd wahanol o feddwl am y cwricwlwm, dysgu ac addysgu. Nid yw'n canolbwyntio'n unig ar brosesau dysgu, ond hefyd ar ddewis cynnwys gwerthfawr sy'n cyd-fynd â gwerthoedd a dibenion y cwricwlwm. Mae'r dull hwn yn meithrin creadigrwydd ac yn grymuso athrawon i ddylunio profiadau dysgu sy'n helpu myfyrwyr i ymgysylltu â'r cynnwys hwn a datblygu tuag at nodau'r cwricwlwm. Yn y seminar hon, rydym yn ymchwilio'n ddyfnach i'r dull hwn, yn benodol sut mae'n dylanwadu ar ein dealltwriaeth a'n dull o asesu

Assessment – Process approach

This approach, influenced by the work of James McKernan and Laurence Stenhouse, among others, represents a different way of thinking about curriculum, learning, and teaching. It doesn't simply focus on the processes of learning, but also on the selection of valuable content that aligns with the values and purposes of the curriculum. This approach fosters creativity and empowers teachers to design learning experiences that help students engage with this content and develop towards the curriculum's aims.

Cydgyfeiriol a dargyfeiriol: Barnau cyferbyniol ar asesu

Mae asesu yn rhan hanfodol o addysg, yn gysylltiedig â'r cwricwlwm ac addysgeg. Mae ymagwedd dull proses yn ein hannog i weld dysgu ac asesu yn wahanol. Mae'n hanfodol cofio y dylai arferion asesu gyd-fynd â'n dealltwriaeth o addysgu a dysgu. O dan y dull hwn, nid yw asesu yn sbardun ond yn offeryn i werthuso a gwella dysgu disgyblion, gan gefnogi eu datblygiad parhaus. Rydym yn cyflwyno dwy farn gyferbyniol ar asesu: cydgyfeiriol (wedi'i alinio â chanlyniadau rhagosodedig) a dargyfeiriol (sy'n canolbwyntio ar ddeall a gwerthuso dysgu disgyblion). Mae dulliau proses yn awgrymu newid o'r safbwynt cydgyfeiriol rhagddiffiniedig i'r safbwynt mwy hyblyg, dargyfeiriol ar asesu.

Convergent and Divergent: Contrasting views of assessment

Assessment is a crucial part of education, interlinked with curriculum and pedagogy. A process orientation approach encourages us to view learning and assessment differently. It's essential to remember that assessment practices should align with our understanding of teaching and learning. Under this approach, assessment isn't a driver but a tool to evaluate and enhance pupil learning, supporting their continuous development. We introduce two contrasting views of assessment: convergent (aligned with pre-set outcomes) and divergent (focused on understanding and evaluating pupil learning). Process approaches suggest a shift from the pre-defined, convergent view to the more flexible, divergent view of assessment.

Asesu Cydgyfeiriol a Dargyfeiriol

Asesu Cydgyfeiriol: Mae'r math hwn o asesiad wedi'i seilio ar ddamcaniaethau dysgu ymddygiadol. Mae'n gweld dysgu fel proses linellol sy'n arwain at gyflawni amcanion neu ganlyniadau penodol. Y cwestiwn canolog mewn asesiad cydgyfeiriol yw "pa ddeilliannau sydd wedi'u cyflawni?" Mae’r dulliau asesu o dan y farn hon wedi’u strwythuro i fesur graddau cyrhaeddiad y canlyniadau hyn, a defnyddir yr adborth a gesglir i wella perfformiad.

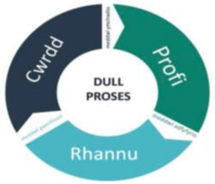
Asesu Dargyfeiriol: Mae'r math hwn o asesiad yn seiliedig ar ddamcaniaethau dysgu cymdeithasol, gwybyddol ac adeiladol. Mae’n symud y ffocws o gyflawni canlyniadau i ddeall a gwerthuso dysgu disgyblion. Y cwestiwn canolog mewn asesu dargyfeiriol yw "beth gall pob dysgwr ei wneud a beth maen nhw'n ei wybod?" Mae’r farn hon yn cydnabod y gwahaniaethau unigol o ran deall ac ymateb i brofiadau dysgu – felly gallai dealltwriaeth un myfyriwr o rywbeth fod ychydig yn wahanol i ddealltwriaeth un arall.

Yn gryno, mae asesu cydgyfeiriol yn ymwneud yn fwy â mesur pa mor dda y mae myfyrwyr wedi bodloni amcanion a bennwyd ymlaen llaw, tra bod asesu dargyfeiriol yn ymwneud yn fwy â deall gwybodaeth a galluoedd unigryw pob dysgwr.

Convergent and Divergent assessment

- **Convergent Assessment**: This form of assessment is grounded in behaviourist theories of learning. It views learning as a linear process that culminates in the attainment of specific objectives or outcomes. The central question in convergent assessment is "what outcomes have been met?" The assessment approaches under this view are structured to gauge the extent of attainment of these outcomes, and the feedback garnered is utilized for performance improvement.
- **Divergent Assessment**: This form of assessment is based on social cognitive and constructivist theories of learning. It shifts the focus from outcome attainment to understanding and evaluating pupil learning. The central question in divergent assessment is "what can each learner do and what do they know?" This view acknowledges the individual differences in understanding and responding to learning experiences -so one student's understanding of something might be slightly different from another's.
- In summary, convergent assessment is more about measuring how well students have met predetermined objectives, while divergent assessment is more about understanding each learner's unique knowledge and abilities.

Pontio TAR & BA2
Asesu ar Gyfer Dysgu



Cofnod Tystiolaeth Ymholi Darpar Athrawon

Diwrnod CWRDD – 20.11.24
Diwrnodau PROFI - 21.11.24 – 3.12.24
Diwrnod RHANNU – 4.12.24

PGCE & BA2 Bridge
Assessment for Learning

STEER
Student-Teacher Enquiry Evidence Record

Meet day 20.11.24
Test days 21.11.24 – 3.12.24
Share day 4.12.24

Unrhwy gwestiynau?
Any questions?

PAP Gwerthusiad / PTE Evaluation – Diwrnod Rhannu/Share day

Yn rhan o’n gwerthusiad parhaus o bob agwedd ar brofiad y darpar athro, gofynnwn i bob darpar athro gwblhau’r arolwg byr isod ynglŷn â’u PAP. Bydd yr ymatebion i’r cwestiynau hyn yn llywio ein cynllunio strategol o ran y Profiad Addysgu Proffesiynol (PAP) ar draws Partneriaeth Dysgu Proffesiynol yr Athrofa (PDPA).

https://forms.office.com/e/RLSyL0fkpZ

As part of our continued evaluation of all aspects of the student teacher experience, we ask that all student-teachers complete the short survey below regarding their PTE. The responses to these questions will inform our strategic planning relating to Professional Teaching Experience (PTE) across the Athrofa Professional Learning Partnership (APLP).

https://forms.office.com/e/RLSyL0fkpZ

Cyfeirnodau:
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