



Canllawiau ar gyfer y Dyddlyfr Dysgu

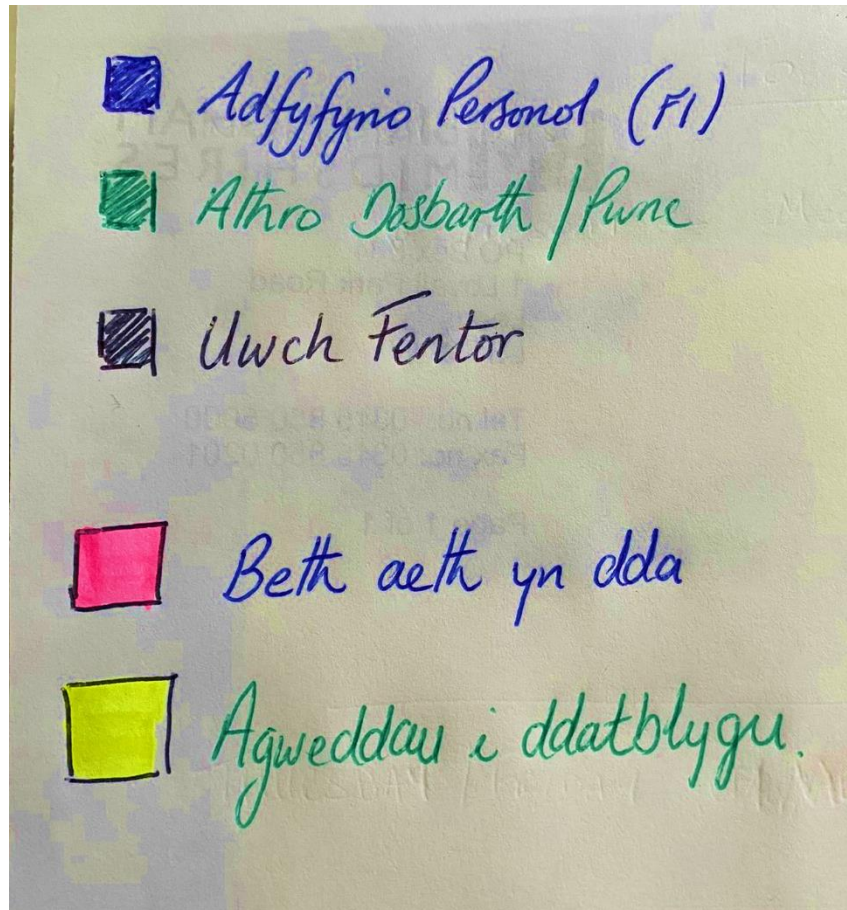


Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

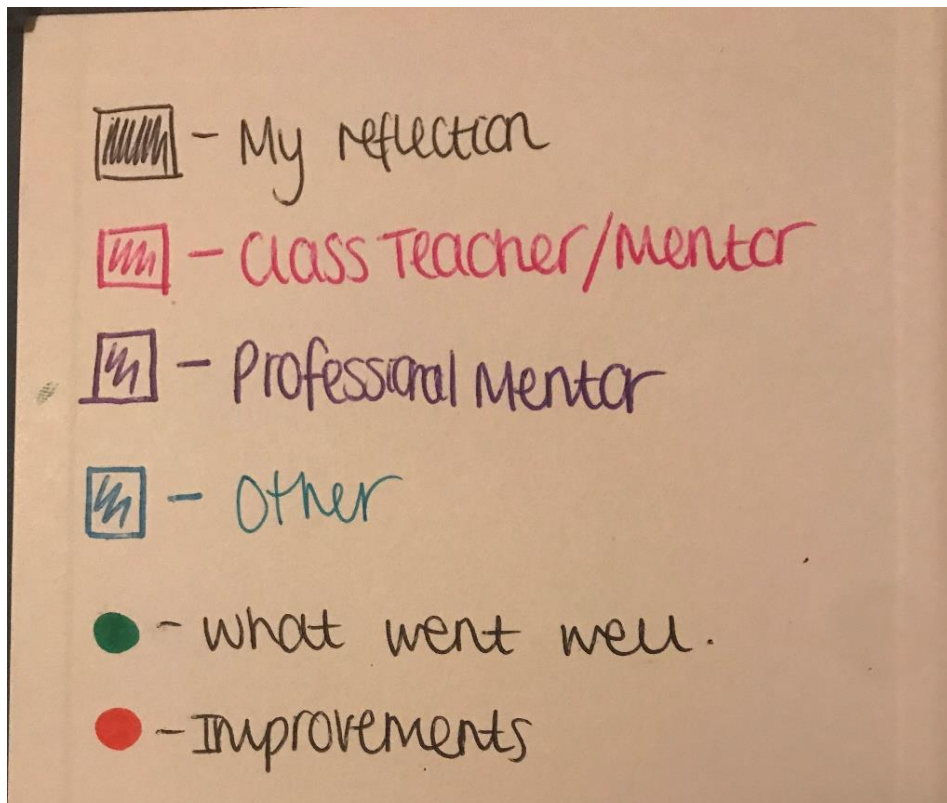
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Canllawiau ar y Dyddlyfr Dysgu

- Mae disgwyl i ddarpar athrawon a Mentoriaid Dosbarth / Pwnc gwblhau'r Dyddlyfr ar ôl pob sesiwn addysgu, gan gynnwys sylwadau anffurfiol, adfyfyrdodau ac ymholiadau
- Gellir recordio adfyfyrdodau ehangach (y tu hwnt i adfyfrio ar wersi a addysgir) yn ddyddiol (fel y bo'n briodol) a gall hyn gynnwys; sgysiau gyda rhieni/gofalwyr, arsylwadau aelodau eraill o staff, rhyngweithiadau gyda chydweithwyr/cymheiriaid, adfyfyrdodau ar ddarllen ehangach, targedau personol, ystyriaethau cynllunio ac ati.
- Rhaid i'r Dyddlyfr Dysgu fod ar gael i Fentoriaid Dosbarth / Pwnc ac aelodau eraill o staff bob amser – ond ni ddylai fod yn hygyrch i'r disgyblion yn y dosbarth
- Gan mai dogfen broffesiynol yw'r Dyddlyfr, er nad yw'n ddogfen 'ffurfiol,' mae angen i ddarpar athrawon a Mentoriaid Dosbarth / Pwnc sicrhau bod yr iaith a ddefnyddir yn briodol ac nad yw staff a phlant yn cael eu henwi
- Dylai'r Dyddlyfr weithredu fel dogfen ddwy ffordd lle mae'r Mentor Dosbarth / Pwnc a'r darpar athro'n cymryd rhan mewn deialog adfyfyriol a phwrpasol
- Dylai darpar athrawon ddefnyddio'r Dyddlyfr fel cyfle i nodi unrhyw sgysiau adfyfyriol gyda mentoriaid/staff eraill
- Gall mentoriaid ychwanegu sylwadau/awgrymiadau tra bod y darpar athro'n addysgu. Mae disgwyl i ddarpar athrawon ystyried y rhain a gwirio eu dealltwriaeth os nad ydyn nhw'n siŵr
- Gellir cofnodi ymholiadau/cwestiynau y gallai darpar athrawon fod eisiau eu gofyn i'w mentor ynglŷn â'u cynnydd proffesiynol yn y Dyddlyfr
- Dylai adfyfyrdodau ganolbwyntio ar gynnydd plant, yn ogystal â safonau addysgu
- NID 'Rhestr o bethau i'w Gwneud' yw'r Dyddlyfr Dysgu – os oes angen i ddarpar athrawon neu fentoriaid wneud rhestrau, dylid gwneud hyn yn rhywle arall
- O bryd i'w gilydd caiff y Dyddlyfr Dysgu ei archwilio gan diwtoriaid y Brifysgol, Arweinwyr Rhwydwaith ac Uwch Fentoriaid
- Dylid trafod cynnwys y Dyddlyfr Dysgu yn ystod y Cyfarfod Adfyfrio Wythnosol
- Mae rhai darpar athrawon a Mentoriaid Dosbarth / Pwnc wedi defnyddio allwedd i ddangos pwy sy'n ysgrifennu beth (fel isod):

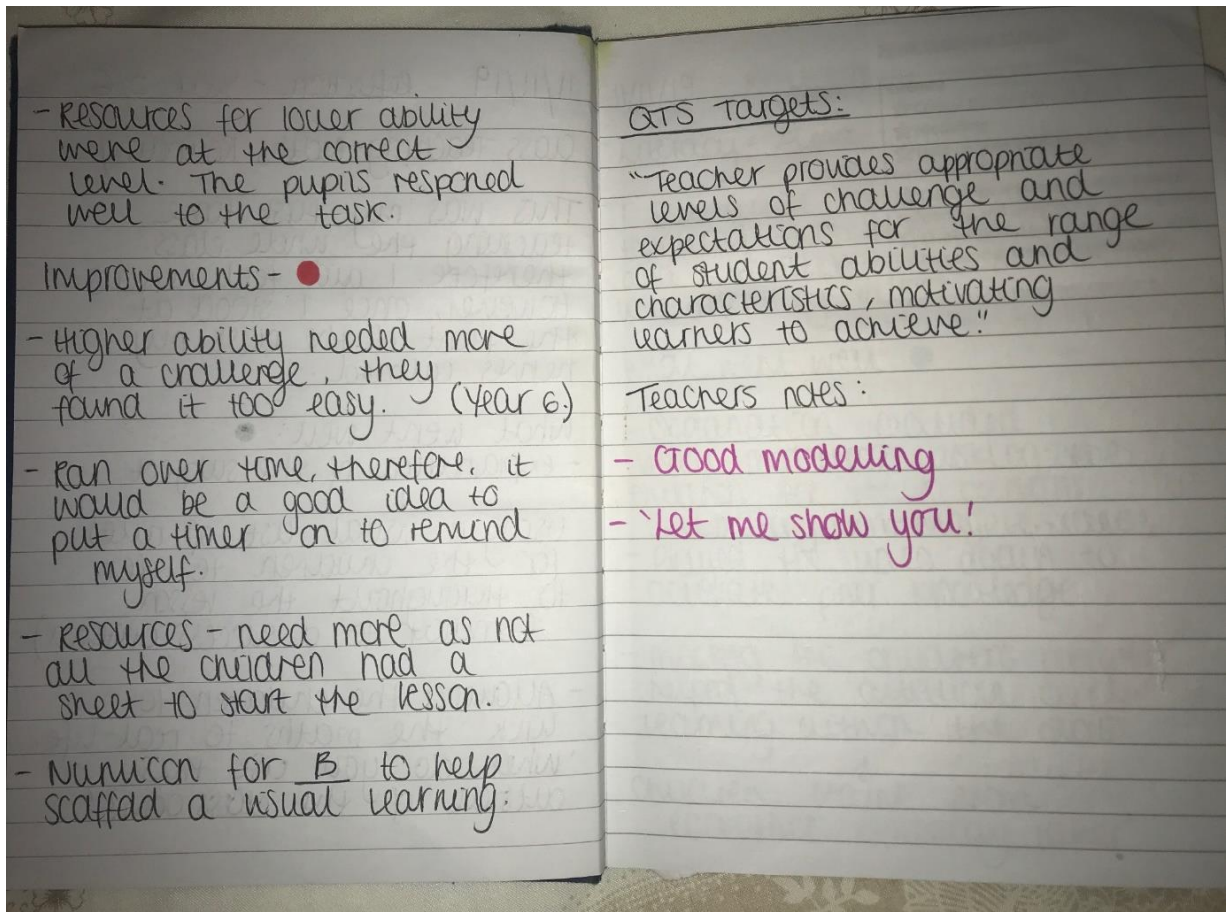
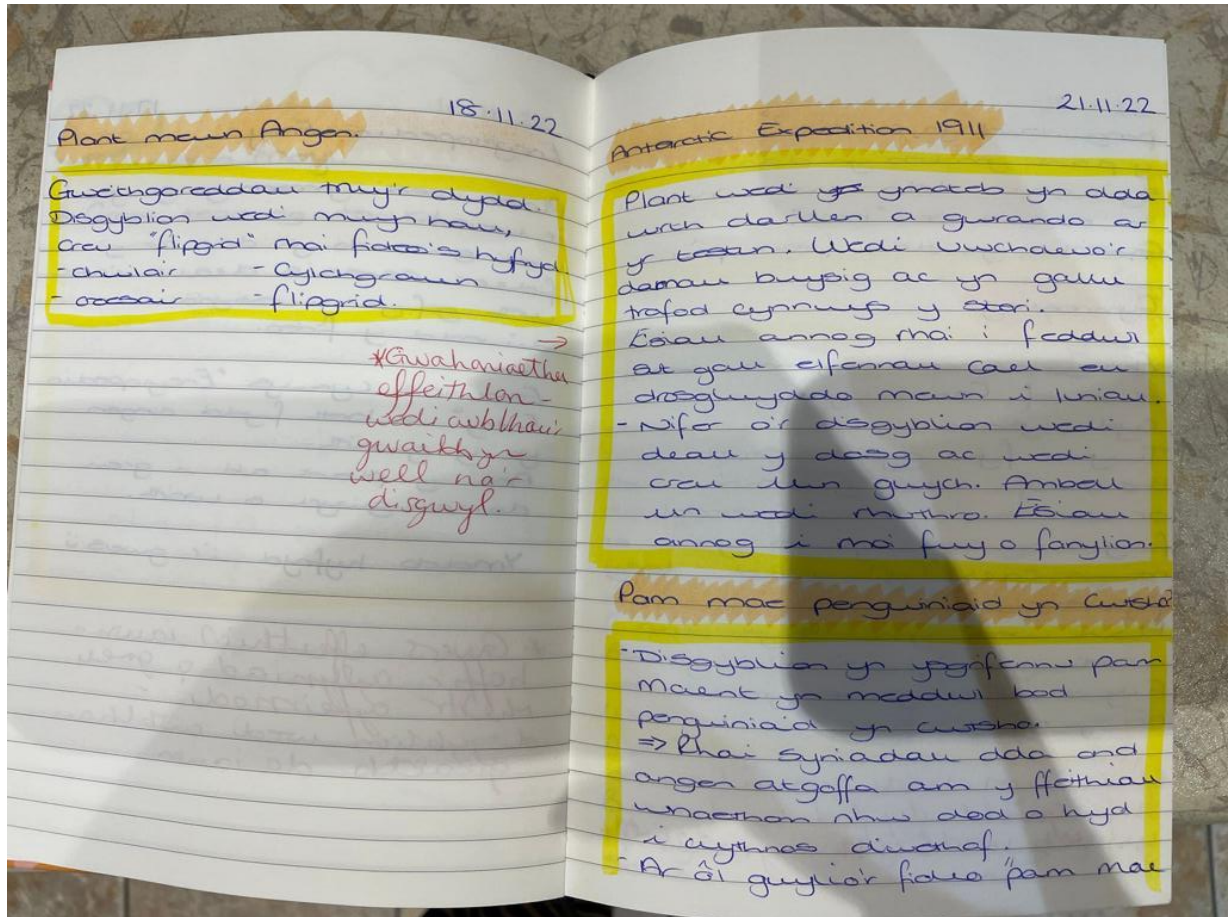


Gweler yr enghreifftiau isod o Ddyddlyfrau Dysgu sydd wedi'u defnyddio'n effeithiol yn flaenorol:



Gwers Sgîl. 5.12.22
Adolygiad ffilm "Ice Age"
Gwybodd y disgyblion ffilm
Ice Age ar daiwedd wythnos
diweddaf.
Dechrau y wws with siarad
am y ffilm i atgoffair disgyblion.
Trafaethm ni am both fydd angen
cynnydd mewn adolygiad ffilm.
Cyfeiriais at "Sgicinio ein Sgwrs"
ddefnyddio e barn Rheddais
tafen i bob uniglynn wedi
guahanuallu fesu gallu.
Dangosais pwynt pwr er
myn trafoed cynnydd y gwrth.
Roedd angen hypr ddbarth
i enghwng brawddegau ac
i amgysio eu cife.
Y disgyblion wedi mynnhau
wrs yms. Cynnydd da
Etallai buasai talen eifer
wedi cynorthwyo'r gwair.

11/11/19 Reflection - Year 5/6
Class Teaching - Maths Rounding
This was my first time
teaching the whole class.
therefore, I did feel nervous.
However, once I stood at
the front of the class my
nerves calmed.
What went well: ●
- explanation of the subject
↓
Using a visual list of rules
for the children to refer
to throughout the lesson.
(similar to a success criteria)
- Allowing the children to
link the maths to real-life.
'When do you use this
outside of the classroom?'



Celf Will Evans

23.1.23

Artist Med o Absorbe a
unoth byw trwy'r Blitz.

Cyflwynais Will Evans ar
ddechrau'r gwes gynt
edrych ar ei gelf.

Taflen gynt: Ateb awstrymau
i droed teimladau wrth
edrych ar y celf.

Aeth y disgyblion ati i greu
Celf Will Evans yn ei llyfrau
broedunio wrth defnyddio postell.

Trwy marcio gynt rwyf wedi
gweld dealltwriaeth da o'r
tebyg.

Plant wedi ymateb yn wych
gyda ffelychiadau da iawn.

Roeddlet wedi dewis
llyfrau adda a gyfer
oed a gallu.

Week Beginning 11/11/19

11/11/19 Reflection

Literacy - Alma

I felt quite ok
teaching this W
and thinking

lists definitely makes a difference.

What went well: ●

- explanation included visual modelling, asking the children for their opinions.
- Celebrating work-Magpie ideas.
- Played the video again to activate prior knowledge.

- mixing the children's ability helped the attitude and learning within the class.

↓
children learnt from each other, especially lower

Literacy

- ★ Critical thinking terminology
- ★ Modelling
- ★ Hold up your work to show what you have done (WAGOLL)
- ★ Classroom teaching moving around, supporting and questioning, moving away
- ★ Challenge (Extension ready) Included extract task of 'How' to higher ability group.

ponguinlaidd yn cwrtho? unwaith
y plant ymateb yn dda.
Syrhadau dda - wedi moddau
tu allan i'r "bocs".
Gwethio yn dda fesul pâr.

Gymroesteg.

Ehangw ar wds wythnos ~~ar~~
diwethaf. Canolbwyntio ar
Cydbwybodaeth.

Tuyma ifynu gyda "Stuck in
the mud" wedi gwethio'n well
ar ddechrau'r sesiwn, roedd
fwy o amser wythnos yma er
mwy cael "Cyflwyniad - tasg
ffocws - clor".

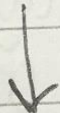
Plant wedi ymateb yn dda
ar diwedd y sesiwn i ymbwyo.
Fwy o drefn wythnos yma wrth
nôl y matiau.

*Disgyblion wedi rhannu
braff gweld dy fod wedi
ymateb i adborth - ymdawelu

year 5's.

Improvements: ●

- This was a very independent / group task therefore it did not include a large amount of teaching.
- Towards the start/end the children get distracted. therefore, this made it difficult for me to get their attention.



possibly include some strategy to get their attention:

clapping
hands up
chant.

23.11.22

Mathemateg - Ffactorau.

Cod ffactorau

Pethi - Wnes i Sierhau dealltwir, trwy asesu'n aml. Ddodd rhai disgyblion ddin yn deall y camau ar ôl glywed ar yr esboniad cyntaf. Felly wrth ddefnyddio bodiau i'fyrn ayyb wnes i weld pryd oedd angen bach fwy o gymorth.

Aeth pawb ati i weithio, wnes i esteddi gyda ambell i blentyn er mwyn rhoi cymorth.

Aeth y wws yn dda, wrth pob unigolyn ymateb i'r pethi trwy ateb cwestiynau.

Gallaf gweld wrth asesu'r gwaith bod y dosbarth wedi deall cod ffactorau.

* Cyfyniad anodd uwwaith eto ond disgyblion wedi ymateb yn dda.
Taflenni gwahaniaethol effeithlon.

17th Jan

www:

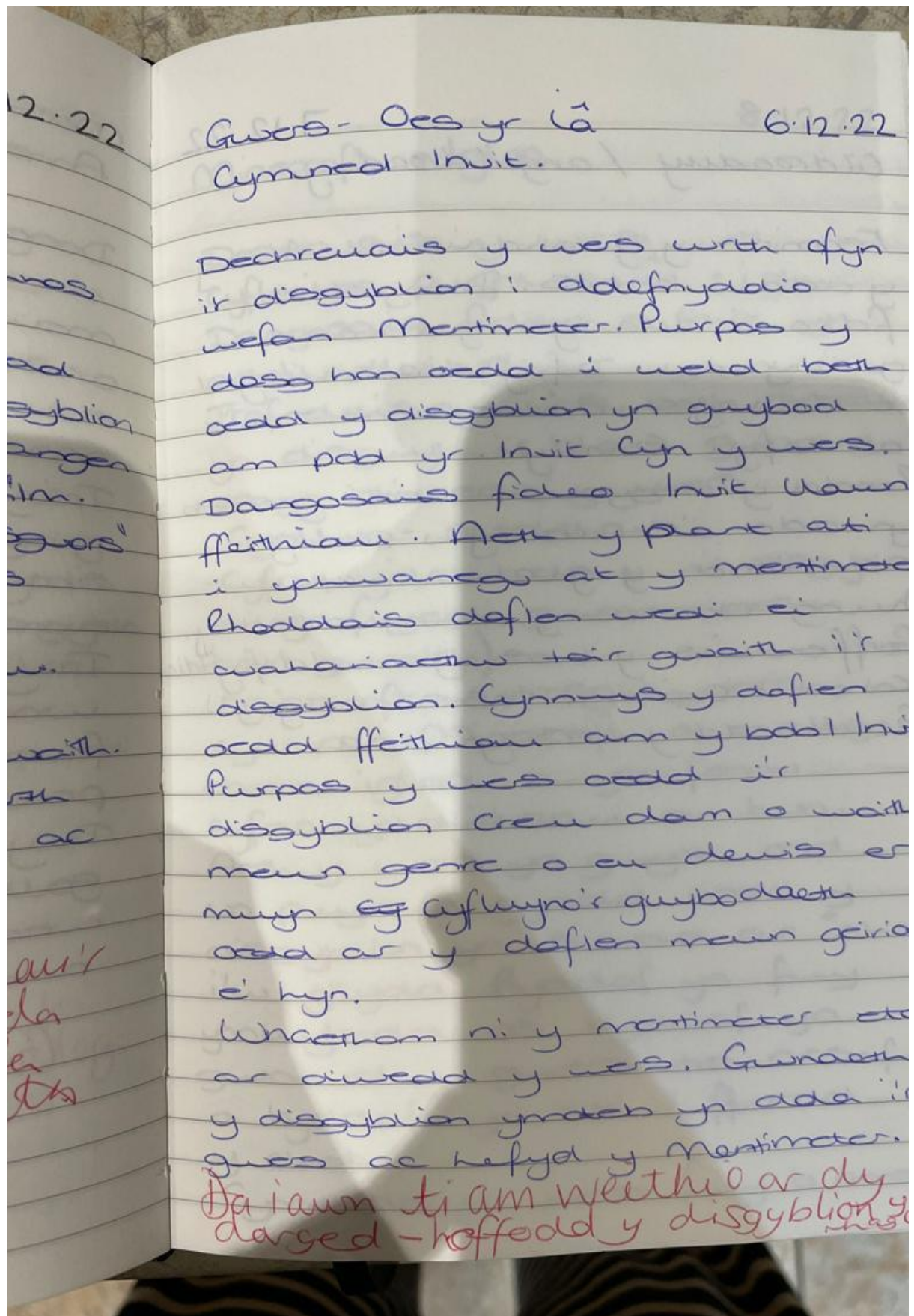
- I discussed the lesson arrangement with the adults in the classroom prior to the lesson to ensure that manageable groups were worked with.
- whole class intro confirmed understanding amongst learners and pupils were engaged / interested in visual examples.
- pupils progressed to higher level of worksheet, facilitated by staff.

ebi:

- possibility for extension activity for all pupils who finish. currently unsure of direction to take when pupils complete tasks at different times.
- could have completed 'WALT' ticks / signing if I had realised sooner.

Set target for improving feedback when marking.

Sylwch fod y mentor dosbarth wedi ysgrifennu mewn Coch yn yr enghraifft hon



16th Jan

www:

- introduced 'BBC Live Lesson' to the class and provided phase teachers with the resources available.
- pupils were engaged and focused, providing good examples of work following the lesson.
- pupils engaged fully in science lesson in pm and although they initially felt unsure, the ongoing discussions were relevant and rich.

ebi:

- further time to use 'live lesson' resources was needed. This was out of our hands as it was dictated by the presenters of the live lesson.

The children were engaged because you kept them on task - this was a huge achievement due to the constraints you mentioned.