



Polisi Dysgu ac Addysgu

Cytunwyd: ___/___/___

Llofnod: _____(Pennaeth) _____(Cadeirydd ar ran y
llywodraethwyr)

Adolygu: _____

“The effects of high quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers.”

Sutton Trust. “Improving the Impact of teacher on pupil achievement in the UK.”

Yma yn Ysgol Morfa Rhianedd ein nod yw sicrhau ein bod yn rhoi'r cyfle i bob plentyn ddatblygu i'w lawn botensial yn academiaidd ac yn gymdeithasol mewn awyrgylch hapus, heriol a gofalggar.

Gwnawn hynny trwy :

- ✓ Hybu hunaniaeth ac ethos Gymreig, gan ddatblygu dysgwyr dwyieithog hyderus
- ✓ Datblygu dinasyddion cyfrifol ac aeddfed sy'n cyfrannu i'r gymdeithas leol ac ehangach
- ✓ Meithrin dysgwyr brwdfrydig sy'n gallu sgwrsio yn aeddfed ac mewn modd creadigol
- ✓ Annog dysgwyr myfyrgar sy'n arwain y dysgu yn fentrus ac yn greadigol
- ✓ Meithrin dysgwyr ymdrechus a dyfalbarhaus sy'n rhagweithiol wrth ymateb yn bositif i gamgymeriadau
- ✓ Ehangu gorwelion dysgwyr a'u harfogi i fod yn uchelgeisiol a blaenagar ar gyfer gydol oes.

Nid oes un rysâit ar gyfer gwella dysgu ac addysgu mewn ysgol. Fodd bynnag mae'r polisi hwn yn amlinellu rhai o'r **elfennau allweddol** sy'n allweddol i godi safonau dysgu ac addysgu.

Sut mae addysgu o ansawdd yn edrych? Addysgu o ansawdd yw:

- Darparu gweithgareddau a strwythurwyd yn ofalus sy'n cyd-fynd ag anghenion myfyrwyr
- Rhoi rhywfaint o gyfrifoldeb i fyfyrwyr am eu gwaith eu hunain
- datblygu gwersi a gynlluniwyd ac a baratowyd yn dda sy'n cynnal lefelau uchel o ryngweithio gyda'r dosbarth
- darparu gwaith heriol sy'n deillio o wybodaeth bynciol arbenigol, sut i'w addysgu a sut mae myfyrwyr yn dysgu
- cynnal lefelau uchel o ymgysylltiad myfyrwyr
- creu awyrgylch cadarnhaol yn y dosbarth trwy berthnasau ardderchog
- cyflymdra, amrywiaeth, her, disgwyladau
- cynnwys lefelau uchel o ganmol a brwdfrydedd
- defnyddio amrywiaeth o ddulliau; strategau a thechnegau wedi eu dewis yn dda ac amser yn cael ei ddefnyddio yn gynhyrchiol
- defnyddio gwaith cartref yn effeithiol; yn arbennig i atgyfnerthu ac ymestyn yr hyn a ddysgir yn yr ysgol, a pharatoi ar gyfer testun newydd
- modelu deilliannau da
- ymgorffori TGCh

Sut mae dysgu o ansawdd yn edrych? Dysgu o ansawdd yw:

- pan fo myfyrwyr wedi eu hysgogi a'u brwdfrydu ynghylch beth maent yn ei ddysgu
- proses weithredol – cynnyrch gwneud yn hytrach na chael
- adeiladu ar wybodaeth flaenorol
- wedi ei gefnogi gan yr athro a myfyrwyr eraill, ar ffurf rhyngweithio, cydweithio ac ymyrraeth athro
- yn canolbwyntio ar gyfrifoldeb y dysgwyr am eu dysgu eu hunain. Gallant ddefnyddio dewis, datblygu nodau, cynllunio eu dull a gweithio'n annibynnol.
- myfyriol ac yn galluogi dysgwyr i fonitro ac adolygu eu dysgu

- ble mae myfyrwyr yn gwneud cynnydd gyda'u dysgu
- ble mae myfyrwyr yn dangos awydd cryf i gyfrannu'r ymdrech a chanolbwyntio sydd ei angen i gyd-fynd ag angerdd yr athrawon dros ddysgu

Elfennau ac egwyddorion allweddol dysgu ac addysgu yn Ysgol Morfa Rhianedd

Dylai bob gwers yn ein hysgol gynnwys yr elfennau allweddol canlynol i sicrhau dysgu ac addysgu o ansawdd uchel. Bydd athrawon newydd yn ein hysgol yn cael hyfforddiant i sicrhau eu bod yn deall yr elfennau hyn yn llawn ac i'w galluogi i'w gwreiddio yn eu hymarfer bob dydd.

- Mae gan bob gwers Amcanion Dysgu Clir (Byddaf yn Dysgu Sut i - BYDSI)
- Mae gan bob gwers Feini Prawf Llwyddiant a gynlluniwyd yn dda (Meini Prawf Llew Llwyddiant - MPLILI)
- Pob gwers wedi eu gwahaniaethu yn glir i alluogi bob disgybl i gael dysgu
- Pob disgybl yn cymryd rhan weithredol mewn dysgu ac yn gweithio'n gydweithredol (Gwyrdd Gwella a Pinc Perffaith, Mur Llais y Disgybl)
- Credwn ei bod yn bwysig i ddisgyblion siarad yn ystod gwersi
- Pan rydym yn siarad rydym yn gwneud mwy nag ynganu ein lefel presennol o ddealltwriaeth.
- Cyfoethogir y dysgu trwy ddefnyddio effeithiol o gwestiynu.
- Pob disgybl yn cael adborth rheolaidd a chlir sy'n atgyfnerthu'r dysgu
- Cyfoethogir y dysgu trwy ddefnyddio TGCh
- Cyfoethogir y dysgu trwy ddefnyddio rheolaeth ymddygiad effeithiol
- Cyfoethogir y dysgu trwy ddefnyddio effeithiol o oedolion ychwanegol
- Cyfoethogir y dysgu trwy y defnyddio effeithiol o sesiwn gloi

Atodiad B

Gwaith ymchwil y Cyngor Ysgol i weld beth yw barn disgyblion ar beth sydd yn gwneud gwers dda.

Cyfnod Sylfaen	Cyfnod Allweddol 2
<ul style="list-style-type: none">• Cyfleoedd i chwarae• Cael hwyl• Gwaith celf/creadigol• Defnyddio rhifau• Defnyddio yr ardal tu allan• TGCh• Cydweithio/bod hefo ffrindiau• Ysgrifennu• Tripiâu• Defnyddio byrddau gwyn• Darllen• Canmoliaeth	<ul style="list-style-type: none">• BYDSI – Nod i'r wers• Rhifedd• Gweithio mewn grŵp• TGCh• Gemau• Ysgrifennu• Celf/Gwaith creadigol• Hwyl• Cyfle i weithio'n dawel• Pawb yn gwrando

Cyfoethogir y dysgu trwy...amgylchedd dosbarth gwych

Ar draws ein hysgol anelwn i sicrhau fod bob dosbarth, ardaloedd dysgu grŵp ac ardaloedd ysgol gyfan yn lleoedd y gall pawb eu defnyddio i ddysgu a bod yn falch ohonynt. Gweler taflen monitro dosbarth.

Waliau gwaith

Dylai bob dosbarth gael wal waith ar gyfer Iaith a mathemateg, rhifedd a llythrennedd a TGCh. Dylai hyn adlewyrchu'r gwaith sy'n cael ei astudio ym mhob un o'r pynciau. Dylai gynnwys:

- Cwestiynau'r plant
- Geirfa allweddol
- Pethau gweledol a gwrthrychau i ysgogi meddwl.

Arddangosfeydd

Dylai arddangosfeydd adlewyrchu a dathlu'r cwricwlwm ym mhob dosbarth a dylent bob amser gynnwys esiamplau o ysgrifennu. Mae angen adnewyddu'r rhain yn rheolaidd (bob hanner tymor o leiaf).

Ardaloedd Darllen

Angen bod yn ddeniadol a'r llyfrau wedi eu trefnu yn dda. Dylid cael gwared ag unrhyw lyfrau sydd ddim yn addas i'r pwrpas. Dylid archwilio ardaloedd darllen tu allan (coridor) yn rheolaidd i sicrhau eu bod mewn cyflwr da, a chael gwared ag unrhyw lyfrau a ddifrodwyd.

Adnoddau wedi eu labelu yn dda a'u trefnu yn daclus

Dylai adnoddau dosbarth e.e. matiau geiriau, llinellau/sgwariau rhif fod yn drefnus ac wedi eu labelu yn glir. Dylai plant wybod ble i ddod o hyd i'r adnoddau maent eu hangen ar gyfer gweithgaredd. Bydd hyn yn helpu i feithrin sgiliau dysgu annibynnol.

***Sylwadau wedi ei addasu o holiadur disgyblion**



Teaching and Learning Policy

The effects of high quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers."

Sutton Trust. "Improving the Impact of teacher on pupil achievement in the UK."

Aims and purposes

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However this policy outlines some of the **key elements** which are key to raising standards in teaching and learning.

What does quality teaching look like? Quality Teaching:

- provides carefully structured activities matched to student needs
- gives students some responsibility for their own work
- develops well planned, prepared and paced lessons that maintain high levels of interaction with the class

- provides challenging work stemming from expert subject knowledge, how to teach it and how students learn
- maintains high levels of student engagement
- creates a positive atmosphere in the classroom through excellent relationships
- pace, variety, challenge, expectations
- incorporates high levels of praise and enthusiasm
- uses a variety of approaches; strategies and techniques are well selected and time is used productively
- uses homework effectively; particularly to reinforce and extend what is learned in school, and prepare for a new topic
- modelling good outcomes
- incorporates ICT

What does quality learning look like? Quality Learning is:

- when students are motivated and enthused by what they are learning
- an active process – a product of doing rather than receiving
- builds on prior knowledge
- supported by both the teacher and other students, and takes the form of interaction, collaboration and teacher intervention
- centred on the learners' responsibility for their own learning. They are able to exercise choice, develop goals, plan their approach and work independently.
- reflective and enables learners to monitor and review the learning
- where students make progress with their learning
- when students display a strong desire to contribute the effort and concentration
- required to match the teachers passion for learning

Key elements and principles of teaching and learning across Ysgol Morfa Rhianedd

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have...Clear Learning Objectives (Byddaf yn Dysgu Sut i - BYDSI)

- Learning objectives are shared orally and displayed
- All learning objectives are written up and shared orally in child friendly language.
- Learning objectives are not mixed up with the context of the lesson.
- The learning objective is written or stuck into children's books.

For learning objectives to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will all know/be able to/understand...'
- Make learning objectives specific
- Use child-friendly language – there is little point in sharing learning objectives if students don't understand what you mean.

- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the plenary
- Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have...Well planned success criteria (Meini Prawf Llew Llwyddiant - MPLILI)

- All pupils are clear about how they will achieve the learning objectives.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children
- Children use the success criteria to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson – regularly use children's work to illustrate the success criteria in action.

All lessons are ...Clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- A range of learning styles are catered for

All pupils are...Actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Discussions with a Talk Partner are regular features in most lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards/ jotters are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone participates
- Children explain their ideas clearly and in full sentences.

We believe it is important for pupils to talk during lessons

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school we believe that **Talking** is important to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking e.g Talk partners; role play; guided reading; drama. Pupils understand that their TALK is valued and useful for learning.

Learning is enhanced through... effective use of questioning.

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you....'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with 'We think that...'
- Ensuring pupils fully understand the question.

All pupils receive regular and clear feedback ...which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve
- Individual/group targets are set half-termly for Maths and Writing and Numeracy and Literacy– these are displayed in the front of their books and the children refer to them during lessons.
- When marking children's work, the main focus is on meeting the learning objectives, success criteria and/or targets. Evidence is highlighted, or commented on – see marking policy.
- Marking identifies next step prompts (dymuniad).
- Pupils are given regular time to address issues raised in marking.

Learning is enhanced through the use of... ICT

- ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Learning is enhanced through the use of... Effective behaviour management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Policy.

Learning is enhanced through the ...Effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. No administration tasks during learning time!
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support – see marking policy

Learning is enhanced through... The effective use of a plenary and mini plenaries

Review what has been learned

Reflect on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer pupils back to the success criteria of the lesson, reinforcing prior learning.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is enhanced through...a great classroom environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across the school should have:

Working walls

Every class should have a working wall for English and Maths, Numeracy and Literacy. This should reflect the work currently being studied in each of the subjects. It should include:

- Children's questions.
- Key vocabulary.
- Visuals and artefacts to stimulate thinking.

Displays

Displays should reflect and celebrate the curriculum in each class and should always have examples of writing. These need to be refreshed regularly (at least half termly)

Reading Areas

Need to be inviting and books in good order. Any books that are not fit for purpose should be disposed of. Outside (corridor) reading areas should be regularly checked to ensure they are in good order and also, any damaged books removed

Well labelled and neatly organised resources

Classroom resources e.g word mats, number lines/ squares should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.