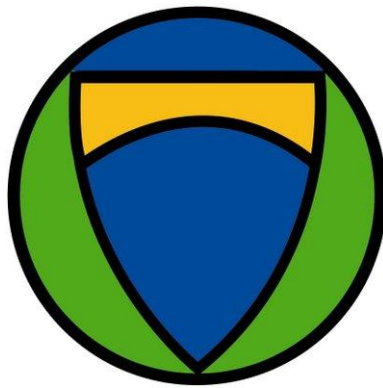


# **YSGOL PENWEDDIG**



## **Polisi Addysgu a Dysgu 2015-16**

## **Teaching and Learning Policy 2015-16**

1. Rhesymwaith
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## 1. Rhesymwaith

Bwriad y polisi hwn yw disgrifio sut gall yr ysgol wireddu ei gweledigaeth o *ddatblygu i fod yn amgylchedd addysgu a dysgu cynyddgar a blaengar sy'n cwrdd ag anghenion ein holl ddisgyblion a'r gymuned*. Adlewyrcha nod yr ysgol o ddarparu addysg fydd yn cynnig cyfle cyfartal i bob disgybl gyflawni ei botensial ac i sicrhau bod unigolion yn datblygu'r sgiliau, y wybodaeth a'r ddealltwriaeth angenrheidiol i fod yn ddysgwyr annibynnol, gydol-oes, fydd yn cyfrannu'n adeiladol i gymdeithas ac yn aelodau gwerthfawr o'r gweithlu.

Er mwyn cyflawni hyn, disgwylir i ymarferwyr addysgu gyfleu ystod o wybodaeth, sgiliau ac agweddau ym mhob gwrs neu gyfres o wersi. Cyfrifoldeb Penaethiaid Cyfadran ac Arweinyddion Cynydd yw sicrhau y caiff hyn ei adlewyrch yn y cynllunio, a ddylai ddeillio o'r canlynol:

- y Cwricwlwm Cenedlaethol;
- manylebau byrddau arholi;
- Fframweithiau Addysg Bersonol a Chymdeithasol, Addysg Byd Gwaith a Sgiliau a'r Cwricwlwm Cymreig;
- Y Fframwaith Llythrennedd a Rhifedd a'r Sgiliau Allweddol Ehangach.

Mae gan bob disgybl ddulliau dysgu unigol. Ceisia'r polisi hwn gynnig rhai strategaethau i gynyddu'r tebygolrwydd bod disgyblion yn dysgu'n effeithiol.

## 2. Amcanion

- ysgogi disgyblion i fwynhau dysgu
- creu amgylchedd fydd yn hybu dysgu
- ymateb i a darparu ar gyfer amrywiol ddulliau dysgu
- sicrhau bod pob disgybl yn medru'r sgiliau sylfaenol i raddfa gymwys
- datblygu cyfathrebu effeithiol
- cyfoethogi'r dysgu trwy DGCh
- galluogi ac annog disgyblion i fod yn ddysgwyr hyderus, hyblyg a chydwybodol
- hybu dysgu annibynnol, lle mae'r disgyblion yn cymryd cyfrifoldeb dros eu dysgu
- cynyddu gallu'r disgyblion i feddwl, cwestiynu, dadansoddi a datrys problemau
- herio disgyblion i ymestyn eu cyfleoedd i ddysgu
- monitro ac aseu'r broses ddysgu
- meithrin agweddau aeddfed a chyfrifol; hunan-barch a pharch i eraill
- sefydlu ymwybyddiaeth o faterion cymdeithasol, gwleidyddol, economaidd ac amgylcheddol
- magu hyder disgyblion yn eu dwyieithrwydd, diwylliant a threftadaeth a pharch i ddiwylliannau eraill
- coleddu agweddau entrepreneuraidd tuag at fyd gwaith
- datblygu dinasyddion cyfrifol sy'n cyfrannu at iechyd a lles erial

### 3. Cynllunio a Pharatoi

Mae hi'n ofynnol ar staff i ddangos gwybodaeth bynciol dda ac i ymgysgu â datblygiadau o fewn y pwnc. Rhaid cael gwybodaeth gyfredol o fanylebau a gofynion pynciol a dylai Penaethiaid Cyfadran sicrhau hyn fel rhan o Reoli Perfformiad. Cyfrifoldeb Penaethiaid Cyfadran yw sicrhau y caiff staff addysgu amrediad addas o grwpiau dysgu o ran oedran, gallu a chyfrwng, er mwyn cynnig datblygiad proffesiynol parhaus i'r staff a chyfle cyfartal a chydaddoldeb parch i bawb. Rhaid darparu Cynlluniau Gwaith ym mhob pwnc ar gyfer pob dosbarth dysgu. Bydd y rhain yn ddogfennau gweithredol, gaiff eu hadolygu yn gyson, ac yn cynnwys yr holl wybodaeth sy'n angenrheidiol er mwyn addysgu gwersi o fewn y pwnc. Fel arfer, cânt eu rhannu i destunau neu fodiwlau a nodir:

- yr amser sydd ei angen/nifer y gwersi o fewn modiwl
- amcanion dysgu'r gwersi neu grŵp o wersi
- strategaethau gwahaniaethu
- ystod o weithgareddau dysgu fydd, mewn amser, yn datblygu amrywiaeth o ddulliau dysgu
- cyfleoedd i ddatblygu sgiliau astudio a dysgu annibynnol a chydweithredol
- datblygiad y Fframweithiau Llythrennedd a Rhifedd
- cyfleoedd Asesu ar gyfer Dysgu
- creu tasgau gwaith cartref ystyrlon sy'n berthnasol i'r amcanion dysgu
- adnoddau sydd eu hangen
- dysgu ar draws y cwricwlwm e.e. ADCDF, Cwricwlwm Cymreig, wedi eu nodi lle y bo'n briodol

### 4. Camau Gwersi

Lle bo hynny'n briodol, dylai gwersi ddilyn cynllun 3 cham:

#### **Cam un** (atgrynhoi, cysylltu â chyflwyno)

- cysylltu'r wers â dysgu blaenorol neu brofiad disgyblion
- darparu trosolwg
- disgrifio'r amcanion
- gosod her
- ysgogi chwilfrydedd
- cyflwyno gwybodaeth newydd

#### **Cam dau** (corff y wers)

- llunio gweithgareddau fydd yn galluogi disgyblion i brosesu'r wybodaeth, datblygu dealltwriaeth a chadarnhau'r dysgu

#### **Cam tri** (cyflawniad)

- dangos dealltwriaeth
- myfyrio ar y dysgu
- atgrynhoi ac adolygu
- cysylltu â dysgu i ddod/profiad disgyblion

## 5. Addysgu a Dysgu o Safon Uchel, yn cyrraedd y safonau canlynol:

### Athrawon yn ysgogi dysgu

- sicrhau dechreuad prydlon i wersi
- dangos brwdfrydedd dros y pwnc
- perthnasu'r gwaith i'r disgyblion gan fod yn ymwybodol anghenion disgyblion unigol
- cynnal cyflymder a herio disgyblion i gwblhau tasgau o fewn cyfyngiadau amser
- gosod disgwyliadau uchel, yn gysylltiedig â thargedau addas a heriol i bob disgybl
- cynnig anogaeth a chlod penodol am gyraeddiadau
- llunio amrywiaeth o weithgareddau dysgu diddorol gall disgyblion eu mwynhau
- gwerthfawrogi cyfraniadau pob disgybl
- herio atebion anghywir yn gadarnhaol
- adeiladu ar ddysgu blaenorol a sicrhau cysondeb a datblygiad
- sicrhau gwersi disgybl-ganolog, gan osgoi gormod o weithgaredd athro-ganolog

### Creu awyrgylch sy'n cefnogi dysgu

- defnyddio arddangosfeydd gaiff eu newid yn rheolaidd
- defnyddio posteri gwybodaeth a modelau 3D lle mae hynny'n bosibl/priodol
- arddangos rhestri geirfa'r pwnc a diffiniadau
- arddangos gwaith disgyblion
- creu amgylcheddau dysgu deniadol mewn ystafelloedd dosbarth
- defnyddio amrywiaeth o adnoddau sy'n hybu dysgu gweithredol
- llunio cynlluniau eistedd sy'n hybu dysgu

### Rheoli'r amgylchedd ddysgu

- cwrdd â disgyblion wrth y drws
- trefnu'r dosbarth er mwyn gwneud defnydd da o'r lle, gan sicrhau digon o adnoddau mewn ystafelloedd trefnus a thaclus
- gosod rheolau ar gyfer gwaith trafod a gwrando
- amrywio'r grwpio i hwyluso gwaith pâr a grŵp a newid rheolaidd o bartneriaid dysgu
- datblygu ystod o waith grŵp; o waith pâr i weithgareddau datrys problemau mewn grwpiau mawr
- sicrhau cysondeb wrth ddefnyddio AAD (Asesu ar Gyfer Dysgu)
- annog hunanddisgyblaeth
- ystyried gwaith gwahaniaethol addas
- sefydlu perthynas gadarnhaol rhwng yr athro a'r disgybl
- cynnal safonau disgyblaeth uchel a sicrhau bod disgyblion yn deall canlyniadau ymddygiad annerbyniol
- addasu gwersi yn ôl ymateb disgyblion i ddysgu ac addysgu ac i ddatblygiadau annisgwyl o fewn y dosbarth

### Datblygu Sgiliau

- defnyddio ystod o strategaethau i hybu siarad a gwrando fel arfau dysgu gwerthfawr
- creu cyfleoedd i ddatblygu sgiliau cyfathrebu
- creu cyfleoedd i ddatblygu sgiliau llythrennedd
- creu a strwythuro cyfleoedd i ddatblygu sgiliau rhifedd
- caniatáu digon o amser i feddwl wrth ofyn cwestiwn
- cynllunio a strwythuro cyfleoedd i waith unigol, par a grŵp

### Defnyddio TGCh

- sicrhau bod TGCh yn addas i'r dasg

- strwythuro gweithgareddau ymchwil sy'n defnyddio TGCh rhyngweithiol e.e. DAD ac apiau priodol
- annog prawf-ddarllen a gwirio wrth ddefnyddio TGCh
- datblygu'r defnydd o Cysgeir, Cysill a gwiriwr gramadeg a sillafu

### **Cynnwys disgyblion yn y broses ddysgu**

- dysgu sgiliau gwrando gweithredol
- disgyblion i rannu syniadau ac adnoddau ac i ystyried cyfraniadau eraill
- llunio tasgau sy'n datblygu sgiliau disgyblion unigol
- dysgu ac ymarfer technegau 'sut i ddysgu'
- dysgu ac ymarfer technegau adolygu
- cynnig cyfleoedd i ymarfer gweithio fel tîm a datrys problemau
- creu cyfleoedd i ddisgyblion osod amcanion dysgu a dewis adnoddau sy'n addas i'w dulliau dysgu personol
- cynllunio gwaith cartref pwrpasol fel rhan annatod o'r cwrs

## **6. Craffu ac Asesu**

### **Asesu ar gyfer Dysgu**

- gosod a rhannu nodau ac amcanion clir ar gyfer gwersi a gweithgareddau
- rhoi adborth llafar cyson mewn gwersi
- rhannu cynlluniau marcio, modelau o waith da/boddhaol/gwan gyda disgyblion
- creu cyfleoedd i werthuso, hunan asesu ac asesu cymheiriaid
- gwneud defnydd o Feini Prawf Llwyddiant ac amser i ymateb
- caniatáu amser digonol yn ystod ac ar ddiwedd gweithgareddau/gwersi i adolygu cynnydd a gwirio dealltwriaeth disgyblion
- gosod targedau gwelliant parhaus
- marcio llyfrau/gwaith yn rheolaidd a'u dychwelyd cyn gynted â phosibl, gan roi targedau gwelliant addas a chyngor ysgrifenedig ar sut i'w cyrraedd yn dilyn y drefn dwy seren a dymuniad
- dilyn polisïau'r pwnc/ardal

Asesiadau athro i'w mewnbynnu i'r bas-data ysgol ar achlysuron penodedig

## **7. Disgwyliadau o Ddisgyblion**

Mae Addysgu a Dysgu yn bartneriaeth rhwng disgyblion ac athrawon, felly mae angen i ddisgyblion dderbyn cyfrifoldeb dros eu dysgu. Disgwylir iddynt:

- fod yn brydlon i wersi
- wisgo'r wisg ysgol gyflawn
- ddilyn cyfarwyddiadau a gweithio o ddechrau'r wers
- ddod â'r offer angenrheidiol, llyfrau a dyddiaduron cyswllt i bob gwर्स
- ymddwyn mewn ffordd addas a dilyn y pum rheol ddsbarth
- yfed dŵr yn unig mewn gwर्स
- ganolbwyntio ar waith yn ystod gwर्स
- wneud eu gorau i gwblhau bob tasg a osodir yn ystod y wers neu fel gwaith cartref
- ymateb yn gadarnhaol i sylwadau athrawon er mwyn cyflawni eu potensial

Dylid ystyried y Polisi Addysgu a Dysgu hwn yn unol â pholisïau eraill yr ysgol, yn cynnwys Polisiâu Asesu, Ymddygiad a Chyfleoedd Cyfartal.

Llofnod: \_\_\_\_\_ (Cadeirydd y Llywodraethwyr)

1. Rationale
2. Aims
3. Planning and Preparation
4. Lesson Phases
5. High Quality Teaching and Learning
6. Monitoring and Assessment
7. Expectations of pupils

## 1. Rationale

The purpose of this policy is to set out how the school can *develop as a forward-looking, progressive teaching and learning environment, meeting the needs of all our pupils and the community* as noted in the school's vision statement. It reflects the school's aim of providing an education that will give all pupils an equal opportunity to fulfil their potential; ensuring that individuals develop the skills, knowledge and understanding required to become independent, lifelong learners who will make positive contributions to society and become valued members of the workforce.

In order to achieve this, teaching practitioners are required to convey a range of information, skills and attitudes in each lesson and series of lessons. It is the responsibility of Subject and Learning Area Leaders to ensure that this is reflected in planning, which should be informed by

- the National Curriculum;
- Examination Board specifications;
- Personal and Social Education, Work-Related Education and Skills Frameworks and the Cwricwlwm Cymreig;
- The national Literacy and Numeracy Frameworks
- the provision of ICT Essential Skills and Wider Key Skills.

All pupils have individual learning styles. This policy seeks to outline some strategies that make it more likely that pupils will learn effectively.

## 2. Aims

- to inspire a love of learning in pupils
- to create an environment which will promote learning
- to respond to and cater for different learning styles
- to ensure all pupils are competent in the Basic Skills
- to develop effective communication
- to enhance learning with ICT
- to enable and encourage pupils to become confident, adaptable, conscientious learners
- to promote independent learning, with pupils taking responsibility for their own learning
- to increase pupils' ability to think, question, analyse and solve problems
- to challenge pupils to extend their learning opportunities
- to monitor and assess the learning process
- to nurture mature, responsible attitudes; self-respect and respect for others
- to establish awareness of social, political, economic and environmental issues

- to cultivate pupils' pride in their own bilingualism, culture and heritage and respect for those of others
- to foster entrepreneurial attitudes towards the world of work
- to produce responsible citizens who contribute to the health and well-being of others

### 3. Planning and Preparation

Staff must possess good subject knowledge and to be familiar with developments within the subject. Knowledge of subject specifications and requirements must be current and Heads of Faculty should ensure this as part of Performance Management. It is the responsibility of Heads of Faculty to ensure that teachers teach across a range of age, ability and medium of instruction, as appropriate, in order to ensure continuing professional development and equality of opportunity and parity of esteem for all. Schemes of work must be available in all subjects for all teaching groups. They will be working documents, under regular review, that include all the information necessary for teaching lessons in the subject. Schemes of work should be broken down into smaller topic areas or modules that specify:

- the length of time for the topic / number of lessons in the module
- the learning objectives of the lessons or group of lessons
- differentiation strategies
- a range of learning activities that, over time, develop a variety of learning styles
- opportunities for the development of study skills and independent and collaborative learning
- development of Literacy and Numeracy
- Assessment for Learning opportunities
- meaningful homework tasks, related to the learning objectives
- resources required
- learning across the curriculum e.g. ESDGC, Cwricwlwm Cymreig, noted where appropriate

### 4. Lesson Phases

Where appropriate, lessons should follow a 3 phase lesson plan:

#### **Phase one** (recap, link and introduction)

- to link the lesson to previous learning or pupils' experience
- provide an overview
- describe the outcomes
- set a challenge
- stimulate curiosity
- provide new information

#### **Phase two** (main part of the lesson)

- devise activities to allow pupils to make sense of the information, develop understanding and consolidate learning

#### **Phase three** (plenary)

- demonstrate understanding
- reflect on the learning
- recap and review

- link to future learning/ 'real-life' experience

## 5. High Quality Teaching & Learning, meeting the following standards:

### Teachers inspiring learning

- ensure prompt starts to lessons
- show enthusiasm for the subject
- make work relevant to pupils, showing awareness of individual pupils' needs
- maintain pace and challenge pupils to complete tasks within time limits
- set high expectations linked to appropriate and challenging targets for each pupil
- encourage and use praise for specific achievements
- devise a variety of enjoyable and interesting learning activities
- value all pupils' contributions
- correct wrong answers constructively
- focus on building on previous learning and ensure continuity and development
- ensure that lessons are pupil-focused, avoiding too much teacher-directed activity

### Creating an environment which aids learning

- use visual displays which are changed regularly
- use posters with information and 3D models where possible
- display subject word lists and definitions
- display pupil work
- make classrooms attractive learning environments
- use a variety of resources that promote active learning
- create seating plans for learning

### Managing the learning environment

- meet and greet pupils at the door
- organise classroom layout to use space well, keeping rooms organised, resourced and tidy
- set ground rules for speaking and listening
- use different ways of grouping pupils to enable pair work, group work and regular change of working partners
- develop group work ranging from paired talk to larger problem solving activities
- be consistent with use of AFL
- encourage self discipline
- consider appropriate differentiated work
- establish a positive teacher-pupil relationship
- maintain high standards of discipline and ensure that pupils are aware of the consequences of misbehaviour
- adapt lessons according to pupils' response to teaching and learning and to unexpected developments within the classroom

### Developing skills

- use a range of strategies to promote talking and listening as valued learning tools
- create opportunities to develop communication skills
- create opportunities to develop literacy skills
- create and structure opportunities to develop numeracy skills
- allow sufficient thinking time when asking questions
- plan and structure opportunities for individual, pair and group work



## **Using ICT**

- make sure that ICT is appropriate for the task
- carefully structure interactive ICT-based research activities e.g. making use of BYOD, Hwb+
- encourage proof reading and checking when using ICT
- develop pupils' use of Cysgair, Cysill and grammar and spellchecker

## **Pupils involved in their own learning**

- teach active listening skills
- pupils share ideas and resources and show consideration for other contributions
- devise tasks to develop individual pupils' skills
- teach and practise techniques in how to learn
- teach and practise revision techniques
- give opportunities for team work and problem solving
- create opportunities for pupils to set their own learning objectives and choose their resources to suit their own learning style
- plan relevant, meaningful homework as an integral part of the course

## **6. Monitoring and Assessment**

### **Assessment for Learning**

- set and share clear aims and objectives for lessons and activities
- give constant oral feedback in lessons
- allow pupils access to marking criteria, models of good/satisfactory/poor work
- make use of Success Criteria and time for pupils to respond to feedback
- create opportunities for evaluation and self- and peer assessment
- allow sufficient time during and at the end of activities/lessons to review progress and check pupils' understanding
- set continual improvement targets
- mark books/work regularly and return as soon as possible, giving appropriate targets for improvement and written advice on how to reach them
- follow subject/area policies

Teacher assessments to be entered at agreed times on the school database

## **7. Expectations of pupils**

Teaching and Learning is a partnership between pupils and teachers, therefore pupils must take responsibility for their own learning. They are expected to

- be punctual to lessons
- wear correct school uniform
- follow instructions and work from the beginning of the lesson
- bring necessary equipment, books and contact diaries to every lesson
- behave appropriately and follow the five classroom rules
- drink only water during lessons
- concentrate on work during lessons
- do their utmost to complete all tasks set during lessons and as homework
- respond positively to teachers' comments in order to fulfil their potential

This Teaching and Learning Policy should be used in conjunction with other school policies, including Assessment, Behavioural, and Equal Opportunities policies.

Signature: \_\_\_\_\_ (*Chair of Governors*)