



Cynnydd ar flaenoriaethau Cynllun Datblygu Ysgol Gynradd Aberaeron 2023-2024a blaenoriaethau eleni 2024-2025

Cynnydd Blaenoriaethau 2023-24	Blaenoriaethau 2024-2025	Cryfderau
Blaenoriaeth 1: Mae'r ysgol wedi gwneud cynnydd sylweddol yn y flaenoriaeth hon, gyda'r rhan fwyaf o'r camau gweithredu wedi'u cwblhau. Mae'r deuddeg egwyddor yn cael effaith gadarnhaol ar ddysgu ac addysgu, gan annog cydweithio ymysg disgyblion, yn enwedig ym Mwyddyn 3 i 6. Mae'r disgyblion wedi elwa o brofiadau dysgu gwerthfawr wedi'u seilio ar gyd-destunau lleol, megis ymweliadau â'r morglawdd cyfagos. Mae rhaglenni fel Jig-so a grwpiau cefnogi wedi cryfhau'r egwyddor bod addysgu da yn hybu datblygiad cymdeithasol ac emosiynol. Mae gweithgareddau gwarantu ansawdd wedi dangos bod disgyblion yn dechrau cymryd cyfrifoldeb dros eu dysgu ac yn magu annibyniaeth, gyda'r ysgol yn bwriadu parhau i ddatblygu'r agwedd hon y flwyddyn nesaf.. Blaenoriaeth 2: Defnyddio'r amgylchedd allanol i ddatblygu profiadau dysgu cyfoethog ar draws yr ysgol Mae'r ysgol wedi gwneud cynnydd sylweddol yn y flaenoriaeth hon, gan wella cyfleoedd dysgu awyr agored yn fawr. Mae'r rhan fwyaf o ddosbarthiadau bellach yn cynnig sesiynau dysgu awyr agored, wedi'u cynllunio'n ofalus i wella'r profiad dysgu, megis ysgrifennu haikus yn yr awyr agored. Mae pob ystafell ddosbarth dysgu sylfaen yn cynnwys ardaloedd dysgu awyr agored pwrpasol, a ddefnyddir yn effeithiol i roi profiadau buddiol i'r disgyblion. Mae adborth gan ddisgyblion yn dangos bod y mentrau dysgu awyr agored wedi arwain at welliant amlwg yn ymgysylltiad, brwdfrydedd a mwynhad, gan gael effaith gadarnhaol ar safonau yn gyffredinol.. Blaenoriaeth 3 Mabwysiadu egwyddorion ysgolion trawma wybodus er mwyn meithrin unigolion iach, egwyddorol a hyderus. Mae'r ysgol wedi gwneud cynnydd cryf a pharhaus yn y flaenoriaeth hon, gyda'r rhan fwyaf o'r camau gweithredu wedi'u cwblhau, ac mae'r ysgol ar y trywydd iawn i fod yn ysgol achrededig sy'n drawma wybodus. Mae pob aelod o staff wedi ymrwymo i'r egwyddorion hyn ac wedi derbyn hyfforddiant, gyda dau aelod yn cyflawni'r Diploma wedi'i Hysbysu gan Drawma, gan eu cymhwyso fel ymarferwyr hyfforddedig llawn. Mae'r Uwch Dim Arwain wedi cwblhau dau ddiwrnod o hyfforddiant dwys ychwanegol, gan eu galluogi i gynllunio'n strategol ar gyfer gweithredu arferion sy'n seiliedig ar drawma yn yr ysgol. Blaenoriaeth 4 Mae ymrwymiad yr ysgol i ddatblygiad proffesiynol staff wedi sicrhau llwyddiant blaenoriaethau'r cynllun datblygu, gan gynnig cyfleoedd sy'n cyd-fynd â nodau rheoli perfformiad a blaenoriaethau'r ysgol. Mae adborth ar hyfforddiant yn cael ei gasglu yn ystod cyfarfodydd staff, gan feithrin amgylchedd cydweithredol ar gyfer gwelliant parhaus a fireinio dulliau cefnogi datblygiad proffesiynol staff. Mae effaith dysgu proffesiynol yn cael ei fonitro'n agos, gyda hyfforddiant darllen grŵp a mathemateg yn arwain at welliannau nodedig mewn medrau disgyblion a dealltwriaeth gysyniadol. Mae'r ysgol wedi gwneud cais i fod yn ysgol arweiniol i fyfyrwyr gyda'r Brifysgol Agored, gan roi cyfleoedd pellach i gefnogi darpar athrawon, a gwahodd aelodau staff i gyd-warantu mewn ysgolion eraill, gan feithrin ethos cadarn o ddatblygiad proffesiynol.	Blaenoriaeth 1: Gweithredu ethos trawma wybodus gytŷn er mwyn cefnogi iechyd a lles pob aelod o gymuned yr ysgol. Tystiolaeth: Dilyn camau dilynol er mwyn anelu am achrediad ysgol trawma wybodus. Blaenoriaeth 2: Sicrhau bod marcio, cwestiynu ac adborth staff yn adnabod camau nesaf yn nysgu'r disgyblion ac yn cael effaith uniongyrchol ar gynydd a chyflawniad disgyblion. Tystiolaeth: Adroddiadau gwarantu ansawdd craffu ar lyfrau a sgysiau cynnydd gyda disgyblion. Blaenoriaeth 3: Cysoni medrau dysgu annibynnol y disgyblion, ar draws yr ysgol, gan gynnwys eu gallu i wneud dewisiadau ynglŷn â'u dysgu, gwella gwaith eu hunain, a dylanwadu ar waith yr ysgol. Tystiolaeth: Arsylwadau gwersi a theithiau dysgu.	- Mae pob aelod o staff wedi derbyn hyfforddiant buddiol sydd wedi ei arwain gan flaenoriaethau'r ysgol. Mae hyn wedi cael effaith bositif ar y ddarpariaeth ar lawr y dosbarth. Mae rhaglen gwarantu ansawdd trylwyr a chyson ar waith gan y pennaeth ac mae pob aelod o staff dysgu yn cael eu cynnwys yn hyn, sydd yn datblygu arweinwyr ar bob lefel. - Nodwyd wrth arsylwi ar wersi bod agweddau cadarn dysgu ac addysgu ar draws yr ysgol. Bwriedir cynnig cyfleoedd blwyddyn nesaf i rannu'r arferion da yma ar mwyn parhau i wella'r ddarpariaeth. - Mae ADY yn gryfder, gydag ymweliad thematig Estyn yn arwain at ysgrifennu dau lifolau o arfer dda. Mae nifer o weithgareddau gwarantu ansawdd wedi amlygu bod rhaglen Jig-so wedi cael effaith bositif ar agweddau bron bob dysgwr, eu hymglymiad a'u parodrwydd i ddysgu. Cawsom ein gwahodd i gyflwyno ar ein harferion yng nghynhadledd ADY CYDAG yn Aberystwyth ar 2.10.2024. er mwyn rhannu arfer dda yn draws-rhanbarthol Meysydd Gwella - Mae'r ysgol wedi adnabod bod angen parhau i ddatblygu gweithgareddau awyr agored hyd yn oed yn fwy pwrpasol ac amrywiol yn y flwyddyn i ddod, gan anelu at gyfoethogi ymhellach y profiad addysgol i'r holl fyfyrwyr. - Yn dilyn cyd-warantu llythrennedd eleni nodwyd bod yr ysgol yn gwneud camau cryf wrth anelu tuag at achrediad gwobr Siarter Iaith. Mae'r ysgol felly yn bwriadu casglu tystiolaeth a'i gyflwyno yn yr Hydref. - Er mwyn anelu am Achrediad Ysgol Trawma Wybodus fe fydd pob aelod o staff yn derbyn hyfforddiant PACE ym mis Medi 2024. Fe fydd hyn yn parhau i fod yn flaenoriaeth blwyddyn nesaf.



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Progress on priorities 2023-24	Priorities 2024-2025	Strengths
Priority 1: The school has made significant progress in this priority, with most of the actions completed. The twelve principles are having a positive impact on learning and teaching, encouraging collaboration among pupils, especially in Years 3 to 6. The pupils have benefited from valuable learning experiences based on local contexts, such as visits to the nearby seawall. Programs like Jig-so and support groups have strengthened the principle that good teaching promotes social and emotional development. Quality assurance activities have shown that pupils are beginning to take responsibility for their learning and are gaining independence, with the school planning to continue developing this aspect next year. Priority 2: Using the external environment to develop rich learning experiences across the school. The school has made significant progress in this priority, greatly enhancing outdoor learning opportunities. Most classes now offer outdoor learning sessions, carefully designed to enhance the learning experience, such as writing haikus outdoors. All foundation learning classrooms include dedicated outdoor learning areas, effectively used to provide beneficial experiences for the pupils. Feedback from pupils shows that the outdoor learning initiatives have led to a noticeable improvement in engagement, enthusiasm, and enjoyment, having a positive impact on overall standards. Priority 3: Adopting trauma-informed school principles to nurture healthy, principled, and confident individuals. The school has made strong and continuous progress in this priority, with most of the actions completed, and is on track to become an accredited trauma-informed school. All staff members are committed to these principles and have received training, with two members achieving the Trauma-Informed Diploma, qualifying them as fully trained practitioners. The Senior Leadership Team has completed two additional days of intensive training, enabling them to strategically plan for the implementation of trauma-informed practices in the school. Priority 4: The school's commitment to staff professional development has ensured the success of the development plan priorities, offering opportunities that align with performance management goals and school priorities. Feedback on training is collected during staff meetings, fostering a collaborative environment for continuous improvement and refining methods to support staff professional development. The impact of professional learning is closely monitored, with group reading and mathematics training leading to notable improvements in pupils' skills and conceptual understanding. The school has applied to become a leading school for students with the Open University, providing further opportunities to support trainee teachers, and inviting staff members to co-assure in other schools, fostering a strong ethos of professional development.	Priority 1: Implementing a consistent trauma-informed ethos to support the health and well-being of every member of the school community. Evidence: Following up steps to aim for trauma-informed school accreditation. Priority 2: Ensuring that marking, questioning, and staff feedback identify the next steps in pupils' learning and have a direct impact on pupils' progress and achievement. Evidence: Quality assurance reports scrutinizing books and progress discussions with pupils. Priority 3: Aligning pupils' independent learning skills across the school, including their ability to make choices about their learning, improve their own work, and influence the school's work. Evidence: Lesson observations and learning walks.	- All staff members have received beneficial training guided by the school's priorities. This has had a positive impact on classroom provision. A thorough and consistent quality assurance program is in place by the headteacher, and all teaching staff are included in this, which develops leaders at all levels - It was noted during lesson observations that there are strong aspects of learning and teaching across the school. Opportunities are planned for next year to share these good practices in order to continue improving provision. - ALN (Additional Learning Needs) is a strength, with an Estyn thematic visit leading to the writing of two case studies of good practice. Several quality assurance activities have highlighted that the Jig-so program has had a positive impact on nearly all learners' attitudes, engagement, and readiness to learn. We have been invited to present our practices at the ALN CYDAG conference in Aberystwyth on 2.10.2024 to share good practice cross-regionally. Meysydd Gwella - The school has recognized the need to continue developing outdoor activities even more purposefully and diversely in the coming year, aiming to further enrich the educational experience for all students - Following the literacy co-assurance this year, it was noted that the school is making strong strides towards achieving the Siarter Iaith award accreditation. The school therefore plans to gather evidence and submit it in the autumn. - To aim for Trauma-Informed School Accreditation, all staff members will receive PACE training in September 2024. This will continue to be a priority next year