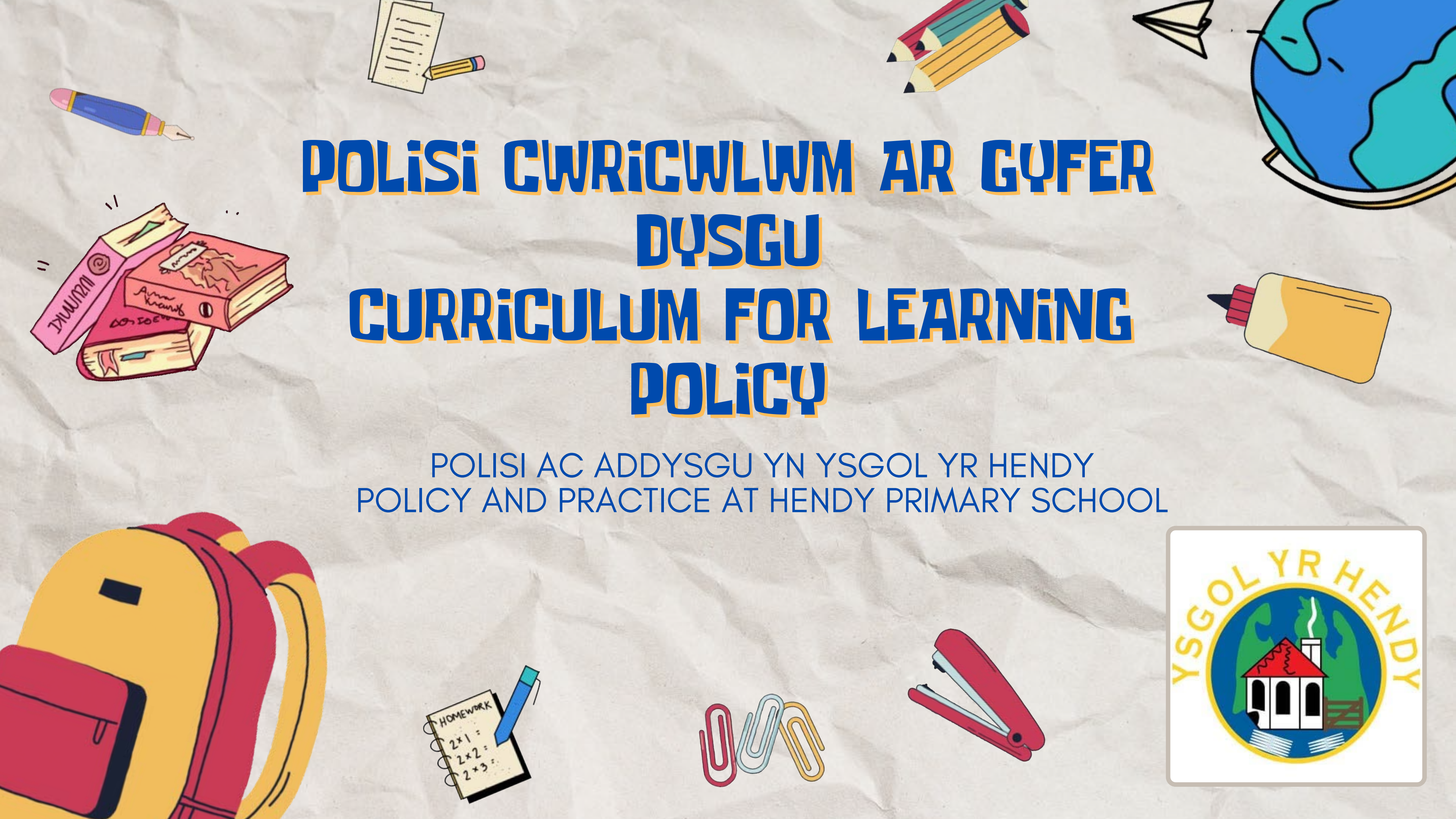
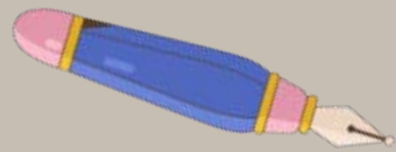




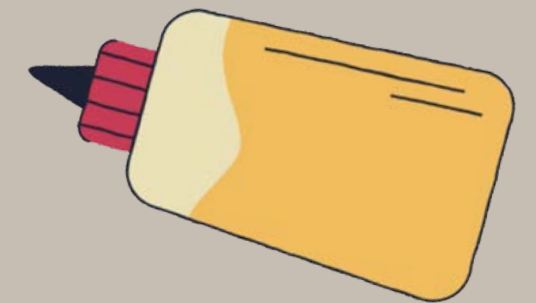
POLISI CWRICWLWM AR GYFER DYSGU CURRICULUM FOR LEARNING POLICY

POLISI AC ADDYSGU YN YSGOL YR HENDY
POLICY AND PRACTICE AT HENDY PRIMARY SCHOOL

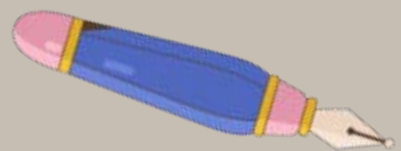




**POLISI CWRICWLWM AR GYFER DYSGU
CANLLAW I'N CWRICWLWM PWRPASOL, DILYS A PHERTHNASOL
(CWRICWLWM I GYMRU)
“YSGOL SY’N PARCHU HAWLIAU PLANT”**



**CURRICULUM FOR LEARNING POLICY
A GUIDE TO OUR “PURPOSEFUL, AUTHENTIC & RELEVANT
CURRICULUM”
(CURRICULUM FOR WALES CFW)
“A RIGHTS RESPECTING SCHOOL!”**



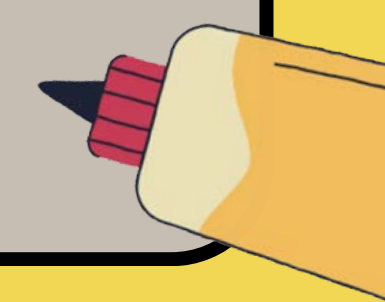


OUR MISSION & VISION...



DATGANIAD CENHADAETH

MAE LLES EMOSIYNOL A MEDDYLIOL EIN DISGYBLION YN GRAIDD I'N HETHOS NI YMA YN YR YSGOL. EIN NOD YW DARPARU AMGYLCHEDD DDWYEITHOG SYDD YN YSGOGI EIN PLANT NI MEWN MODD DIOGEL , CYNHWYSOL AC YSBRYDOLEDIG. MAE EIN DISGYBLION YN GWNEUD POB YMDRECH I DDATBLYGU YN UNIGOLION LLYTHRENNOG, RHIFOG AC YN DDIGIDOL GYMHWYSOL A HYNNY HEFYD DRWY DDATBLYGU EU CARIAD AT DDYSGU TRWY GYFRWNG CHWILFRYDEDD, HWYL A SIALENSAU LU. EIN HAMCAN YW I FEITHRIN EIN DISGYBLION FOD YN DDYSGWYR ANNIBYNNOL SY'N DANGOS GWYTNWCH AC I FOD YN DDINASYDDION YSTYRIOL SYDD YN LLAWN BALCHDER O'U DIWYLLIANT, HUNANIAETH A'R IAITH GYMRAEG. FE FYDDWN YN CEFNOGI'N DISGYBLION I DDANGOS HUNAN-BARCH, PARCH AT EU CYD-DDIGYBLION, ATHRAWON, TEULUOEDD AC I'W HARDAL LEOL A'R BYD EHANGACH SY'N GARTREF IDDYNT.



"Law yn llaw, gyda'n gilydd, cymaint mwy"

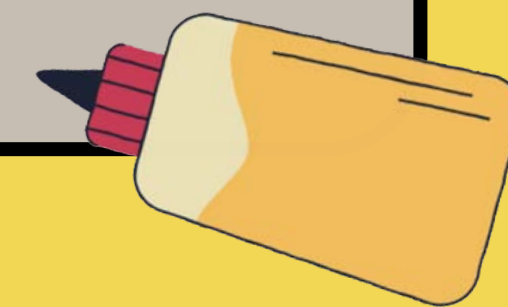


OUR MISSION & VISION...



MISSION STATEMENT

THE HAPPINESS AND EMOTIONAL WELL-BEING OF OUR PUPILS IS CENTRAL TO THE ETHOS OF OUR SCHOOL. WE WILL PROVIDE A BILINGUAL STIMULATING LEARNING ENVIRONMENT THAT IS SAFE, INSPIRING AND INCLUSIVE. PUPILS WILL STRIVE TO BECOME LITERATE, NUMERATE AND DIGITALLY COMPETENT WHILST ALSO DEVELOPING A LOVE OF LEARNING THROUGH CURIOSITY, FUN AND CHALLENGE. WE WILL CHERISH EVERY CHILD TO BECOME INDEPENDENT, RESILIENT AND CONSIDERATE CITIZENS WHO ARE PROUD AND KNOWLEDGEABLE ABOUT THEIR WELSH LANGUAGE AND CULTURE. WE WILL SUPPORT OUR PUPILS TO RESPECT THEMSELVES, THEIR PEERS, THEIR TEACHERS AND FAMILIES, THEIR LOCALITY (CYNEFIN) AND THE WORLD IN WHICH THEY LIVE.



"Law yn llaw, gyda'n gilydd, cymaint mwy"

EIN HAMCANION



EiN NOD

OUR Aims

Iechyd a Lles

- Datblygu dysgwyr sy'n deall pwysigrwydd byw'n iach, yn gorfforol ac yn feddyliol, gan ddod yn unigolion hyderus sy'n dangos gwytnwch ac yn meithrin perthnasoedd cadarnhaol.

Amgylchedd

- Darparu amgylchedd diogel a sicr lle gall plentyn dyfu a dod y gorau y gall fod.

Cynhwysiant

- Cefnogi pob dysgwr i sicrhau ymgysylltiad â phob agwedd ar fywyd ysgol, i sicrhau eu bod yn gwybod eu bod yn perthyn i gymuned gynhwysol ac amrywiol.

Safonau

- Rhoi'r sgiliau i staff fyfyrir ar arfer da a gosod safonau uchel sy'n galluogi plant i ddod yn ddysgwyr annibynnol, gydol oes.

Cyfranwyr Mentrus, Creadigol

- Annog disgyblion gwydn sy'n cydweithio, yn cyfathrebu, ac yn cymryd risgiau yn hyderus yn eu dysgu i ddatblygu meddwl annibynnol.

Iaith

- Datblygu dysgwyr sy'n cyfathrebu'n effeithiol yn ddwyieithog, wrth fynegi eu syniadau a'u hemosiynau'n hyderus.



OUR AIMS

EiN NOD

OUR AIMS

Health and Well-being

- Provide a holistic approach to health and well-being, developing learners' physical, mental, emotional health and social well-being.

Environment

- To provide children with a safe and nurturing environment, promoting their holistic development.

Inclusion

- An education where all pupils achieve their full potential, in all aspects of school life, in an inclusive and diverse community.

Standards

- A supportive professional culture, providing staff with the skills to reflect on good practice, set high standards, and developing curious, independent life-long learning.

Enterprising, Creative contributors

- Encourage resilient, inquisitive learners, who collaborate, communicate, think independently, and confidently take risks in their learning.

Language

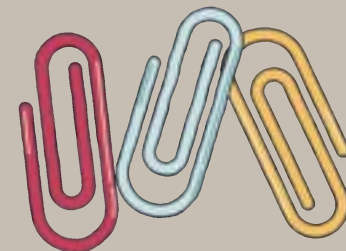
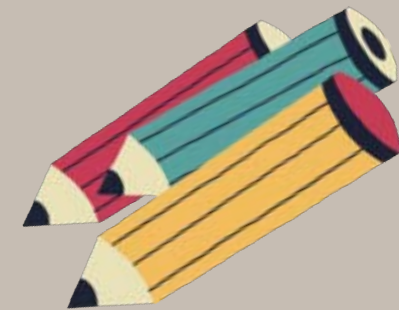
- Developing the learners to be confident multilingual curious citizens promoting multilingualism while developing their ability to use information and make connections between different languages appreciating the relationship between them.

TRAUMA
INFORMED
SCHOOLS™

Ysgol sydd wedi ennill
Dyfarniad TISUK

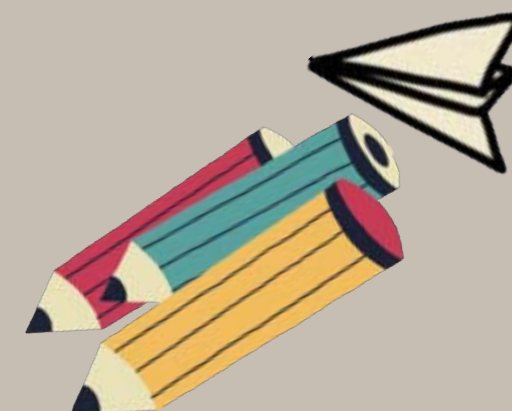
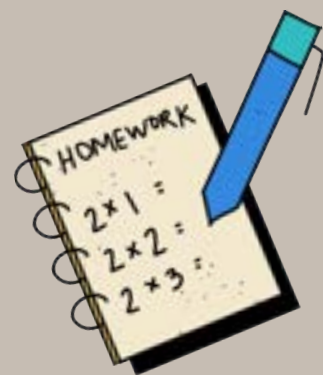
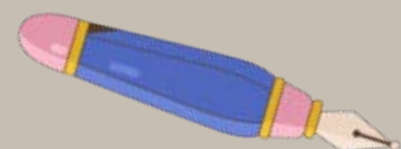
Ysgol yr Hendy

Law yn llaw, gyda'n gilydd, cymaint mwy



CURRICULUM RESEARCH

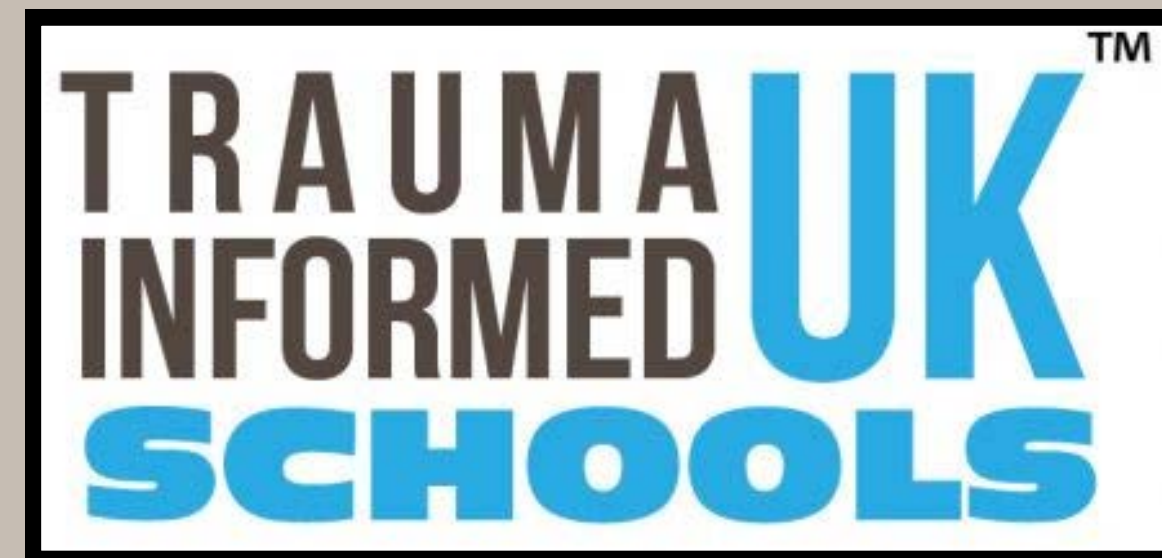
GWAITH YMCHWIL Y CWRICWLWM



YMWYBYDDIAETH TRAWMA TRAUMA INFORMED SCHOOLS

"Ysgol yr Hendy is a school built on love. The love for the children and families that the school supports shines out of the school team who work tirelessly to try to ensure that each child is able to become the best version of themselves. A safe, caring, and joyful environment has been created where positive relationships, which are consistent and PACEful, exist between adults and children. The school is led by a passionate, effective Headteacher whose values are deeply child-centred and shared widely with the team. The willingness and support to implement trauma informed approaches to guide the direction of the school is clearly evident. The TIS practitioners are skilled, enthusiastic, and dedicated to their work – ensuring every child is nurtured and valued as an individual. The children express that they feel safe in school, are treated fairly and they can talk to any adult if they need help or feel sad.

Ysgol yr Hendy clearly meets the criteria for the TIS award and it was a real privilege to visit the school and to spend some time with both students and staff. The school radiates a palpable sense of care and of family with visible empathy and kindness pervading all relationships and interactions. Classes are warm, welcoming, and inclusive and pupils are offered a real sense of belonging, seen absolutely for who they are rather than what they can or cannot do.



Great thought has been given to ensure that the environment, both inside and outside, provides opportunities for pupils to explore, take considered risks, learn, and think about themselves and consider their own sensations and feelings.

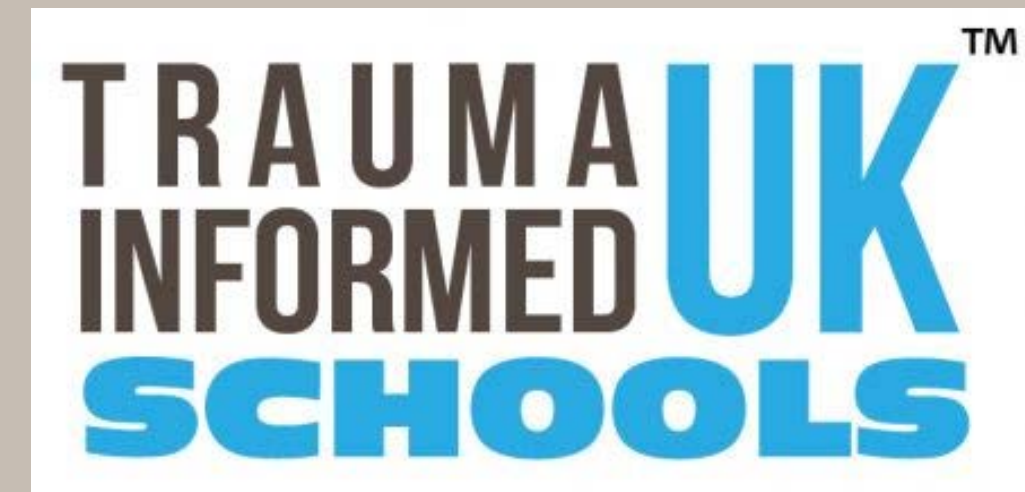
My overriding memory will be of the whole school joyously singing the school song, holding hands together, fully connecting and the smiling happy faces of both children and staff in that moment.

Please share a heartfelt thank you to both the staff and pupils for their warm and incredibly friendly welcome. I have no doubt they all behaved as they normally do (and as they are, rather than as a show!) and as such this is a school to be incredibly proud of!" – TISUK AssesOR

YSGOL SY’N YMWHYBODUS O DRAWMA

"Mae Ysgol yr Hendy yn ysgol sydd wedi'i hadeiladu ar gariad. Mae'r cariad at y plant a'r teuluoedd y mae'r ysgol yn eu cefnogi yn disgleirio allan o dîm yr ysgol sy'n gweithio'n ddiflino i geisio sicrhau bod pob plentyn yn gallu dod yn fersiwn orau ohonynt eu hunain. mae amgylchedd , gofalggar a llawen wedi ei greu lle mae perthnasau cadarnhaol, cyson a chyflym, yn bodoli rhwng oedolion a phlant Arweinir yr ysgol gan Bennaeth angerddol ac effeithiol y mae ei gwerthoedd yn canolbwyntio'n ddwfn ar y plentyn ac yn cael eu rhannu'n eang gyda'r tîm. parodrwydd a chefnogaeth i weithredu dulliau sy'n seiliedig ar drawma i arwain cyfeiriad yr ysgol yn amlwg Mae'r ymarferwyr SGT yn fedrus, yn frwdfrydig, ac yn ymroddedig i'w gwaith – gan sicrhau bod pob plentyn yn cael ei feithrin a'i werthfawrogi fel unigolyn Mae'r plant yn mynegi eu bod yn teimlo ddiogel yn yr ysgol, yn cael eu trin yn deg a gallant siarad ag unrhyw oedolyn os oes angen cymorth arnynt neu os ydynt yn teimlo'n drist.

Mae Ysgol yr Hendy yn amlwg yn cwrdd â'r meini prawf ar gyfer gwobr TIS a braint wirioneddol oedd ymweld â'r ysgol a threulio peth amser gyda myfyrwyr a staff. Mae'r ysgol yn pelydru ymdeimlad amlwg o ofal ac o deulu gydag empathi a charedigrwydd gweladwy yn treiddio trwy bob perthynas a rhyngweithiad. Mae'r dosbarthiadau'n gynnes, yn groesawgar ac yn gynhwysol a chynigir gwir ymdeimlad o berthyn i ddisgyblion, a chânt eu gweld yn llwyr am bwy ydynt yn hytrach na'r hyn y gallant neu na allant ei wneud.



Mae llawer o feddwl wedi'i roi i sicrhau bod yr amgylchedd, y tu mewn a'r tu allan, yn darparu cyfleoedd i ddisgyblion archwilio, cymryd risgiau ystyriol, dysgu, a meddwl amdanynt eu hunain ac ystyried eu teimladau a'u teimladau eu hunain.

Fy atgof pennaf fydd yr ysgol gyfan yn canu cân yr ysgol yn llawen, yn dal dwylo gyda'i gilydd, yn cysylltu'n llawn ac yn wenu wynebau hapus y plant a'r staff yn yr eiliad honno.

Plis rhannwch ddiolch o galon i'r staff a'r disgyblion am eu croeso cynnes a hynod gyfeillgar. Does gen i ddim amheuaeth eu bod nhw i gyd wedi ymddwyn fel y maen nhw fel arfer (ac fel ag y maen nhw, yn hytrach nag fel sioe!) ac felly mae hon yn ysgol i fod yn hynod falch ohoni!" – Aseswr TISUK

CWRICWLWM I GYMRU- CWRICWLWM PURPASOL, DILYS A PHERTHNASOL I GYMRU

Mae cwricwlwm newydd yn cael ei ddatblyguar gyfer lleoliadau ac ysgolion yng Nghymru a bydd yn cael ei ddefnyddio ledled Cymru erbyn 2022. Mae'r egwyddorion sy'n sail i bob Maes Dysgu a Phrofiad (AoLE) yn Ysgol Yr Hendy yn sicrhau bod y cwricwlwm yn: –

Dilys: wedi'i wreiddio mewn gwerthoedd a diwylliant Cymru ac yn cyd-fynd â set gytunedig o ddibenion datganedig.
yn seiliedig ar dystiolaeth: tynnu ar y gorau o'r arferion presennol yng Nghymru ac o fannau eraill ac ar ymchwil ddibynnol gadarn.

Ymatebol: sy'n berthnasol i anghenion heddiw (unigol, lleol a chenedlaethol) ond hefyd yn arfogi pob person ifanc â'r wybodaeth, y sgiliau a'r gwarediadau ar gyfer heriau yn y dyfodol fel dysgwyr gydol oes.

Cynhwysol: hawdd ei ddeall gan bawb, gan gwmpasu hawl i addysg o ansawdd uchel i bob plentyn a pherson ifanc a chymryd eu barn i ystyriaeth yng nghyd-destun Confensiwn y Cenhedloedd Unedig a Hawliau'r Plentyn (CCUHP), a rhai rhieni, gofalwyr a'r gymdeithasehangach.

Uchelgeisiol: ymgorfforidsgwyliadau uchel gan ddileu cyfyngiadau artiffisial ar gyflawniad a her i bob plentyn a pherson ifanc unigol.

Grymuso: datblygu cymwyseddau a fydd yn caniatáu i bobl ifanc ymgysylltu'n hyderus â heriau eu bywydau yn y dyfodol.

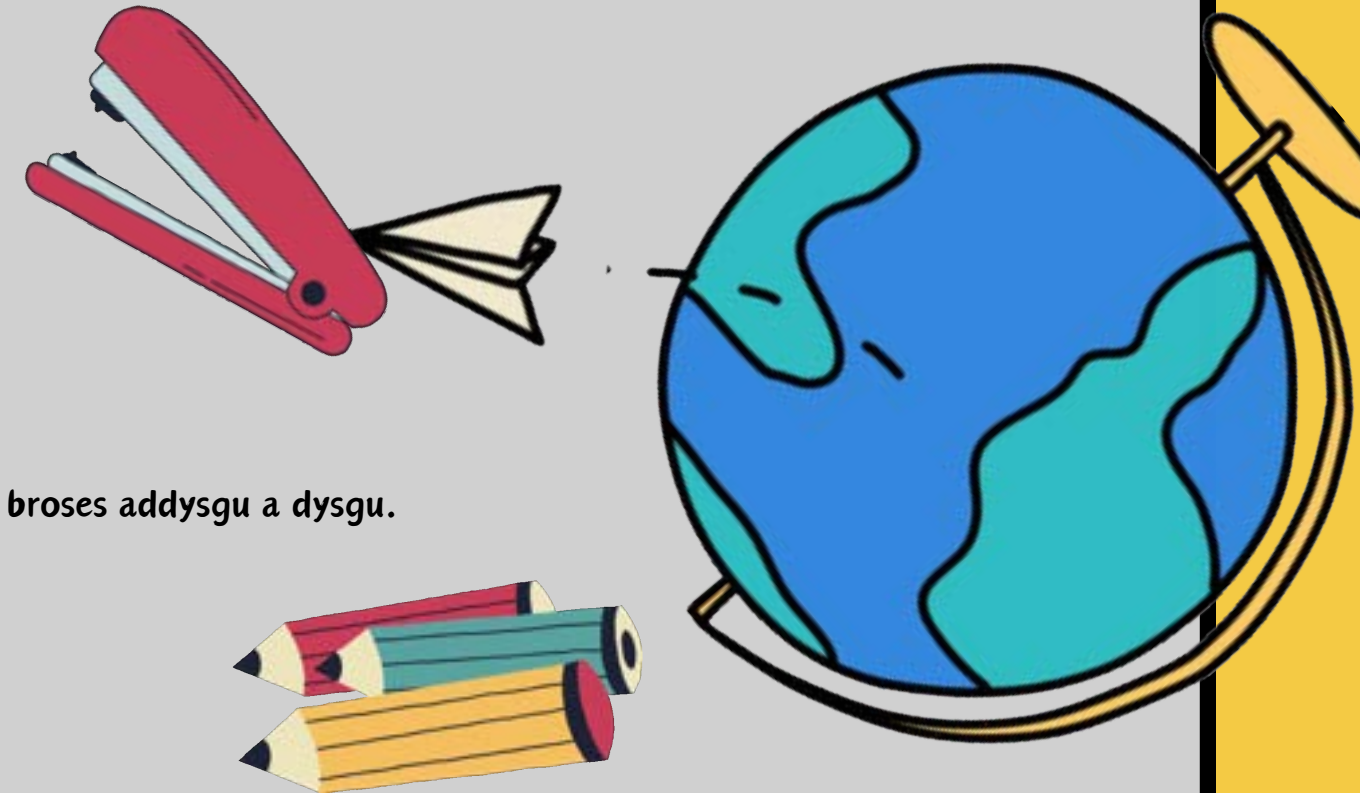
Unified: galluogi parhad a llif gyda chydannau sy'n cyfuno ac yn adeiladu'n raddol.

Ymgysylltu: annog mwynhad o ddysgu a boddhad wrth feistroli pynciau heriol.

Yn seiliedig ar gymhorthdal: yn gorchymyn hyder pawb, tra'n annog perchnogaeth briodol a gwneud penderfyniadau gan y rhai sydd agosaf at y broses addysgu a dysgu.

Hylaw: cydnabod y goblygiadau ar gyfer trefniadau asesu ac atebolrwydd priodol a'u cefnogi.

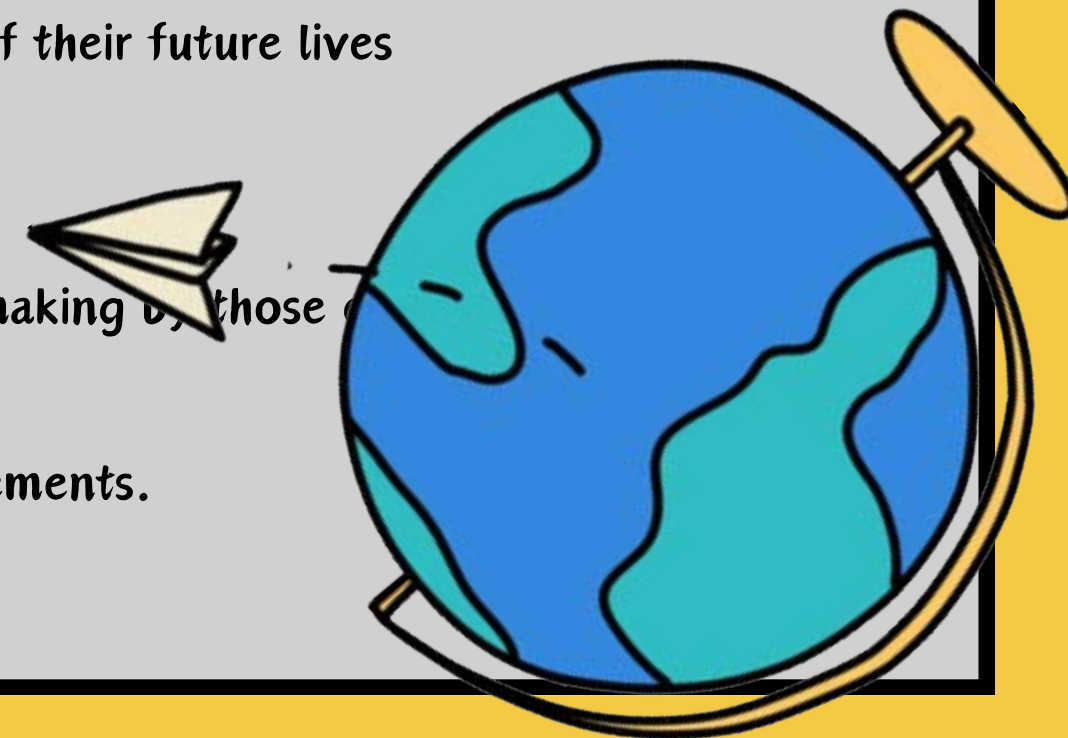
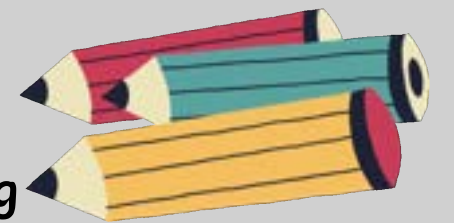
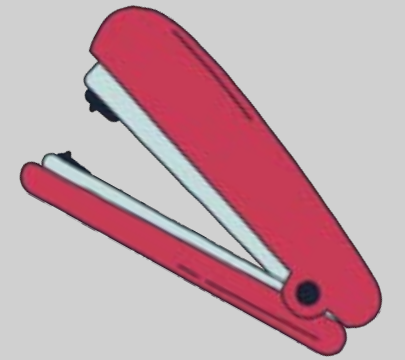
Yn seiliedig ar hawliau: wedi'u seilio ar egwyddorion Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn.



CURRICULUM FOR WALES-A PURPOSEFUL, AUTHENTIC & RELEVANT CURRICULUM

A new curriculum is being developed for settings and schools in Wales and will be used throughout Wales by 2022. The principles underpinning every Area of Learning and Experience (AoLE) in Ysgol Yr Hendy ensures that the curriculum is:-

- ***authentic**: rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- ***evidence-based**: drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- ***responsive**: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- ***inclusive**: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- ***ambitious**: embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- ***empowering**: developing competences which will allow young people to engage confidently with the challenges of their future lives
- ***unified**: enabling continuity and flow with components which combine and build progressively
- ***engaging**: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- ***based on subsidiarity**: commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- ***manageable**: recognising the implications for and supported by appropriate assessment and accountability arrangements.
- ***rights-based**: underpinned by the principles of the United Nations Convention on the Rights of the Child.





DATBLYGU'R CWRICWLWM YN YSGOL YR HENDY

Dylunio Cwricwlwm ar sail Ymchwil gyda
Iechyd a Lles y disgyblion wrth wraidd
popeth a wnawn.

Llais y disgybl yn arwain y dysgu a'r profiadau.
Gwranddo ar farn y gymuned wrth adeiladu ein
cwricwlwm.
Datblygiad Proffesiynol Parhaus wedi'i wreiddio
mewn ymarfer sy'n seiliedig ar ymchwil a llais
disgyblion.
Rhoddir amser I staff fyfyrto a mireinio eu
hymarfer, sydd eto'n cael ei hysbysu gan
ymchwil/disgybl.



Research Informed Curriculum Design
with the Health & Wellbeing of the
pupils at the heart of everything that
we do

Pupil voice guiding the learning and
experiences
Listening to the views of the
community to build our curriculum
Professional Development rooted in
research informed practice and pupil
voice.
Time given for staff to reflect and
refine their practice, which again is
research/pupil informed



ADEILED D EIN HYSYGOL

OUR SCHOOL STRUCTURE

A Curriculum for Wales A Curriculum for Life

SLT Cross Curricular Responsibilities: Literacy (SL), Numeracy (ND) & DCF (LN)



Language, Literacy & Communication
Sian Lloyd (Cymraeg)
Victoria (English)
Jessica Graves



Expressive Arts
Linda Nicklin
Sian Lloyd
Caroline Taylor

Science Tech

Katie Rolfe
Linda Nicklin
Jessica Graves



Health & Wellbeing

Rhiannon Griffiths / Victoria Richards

Rachel Davies (ALN)
(RSE)
Maria D'Angelo Forest School / ELSA
Nicola Fowler (Jigsaw)



Mathematics & Numeracy

Nick Davies
Claire Wyatt
Katie Rolfe

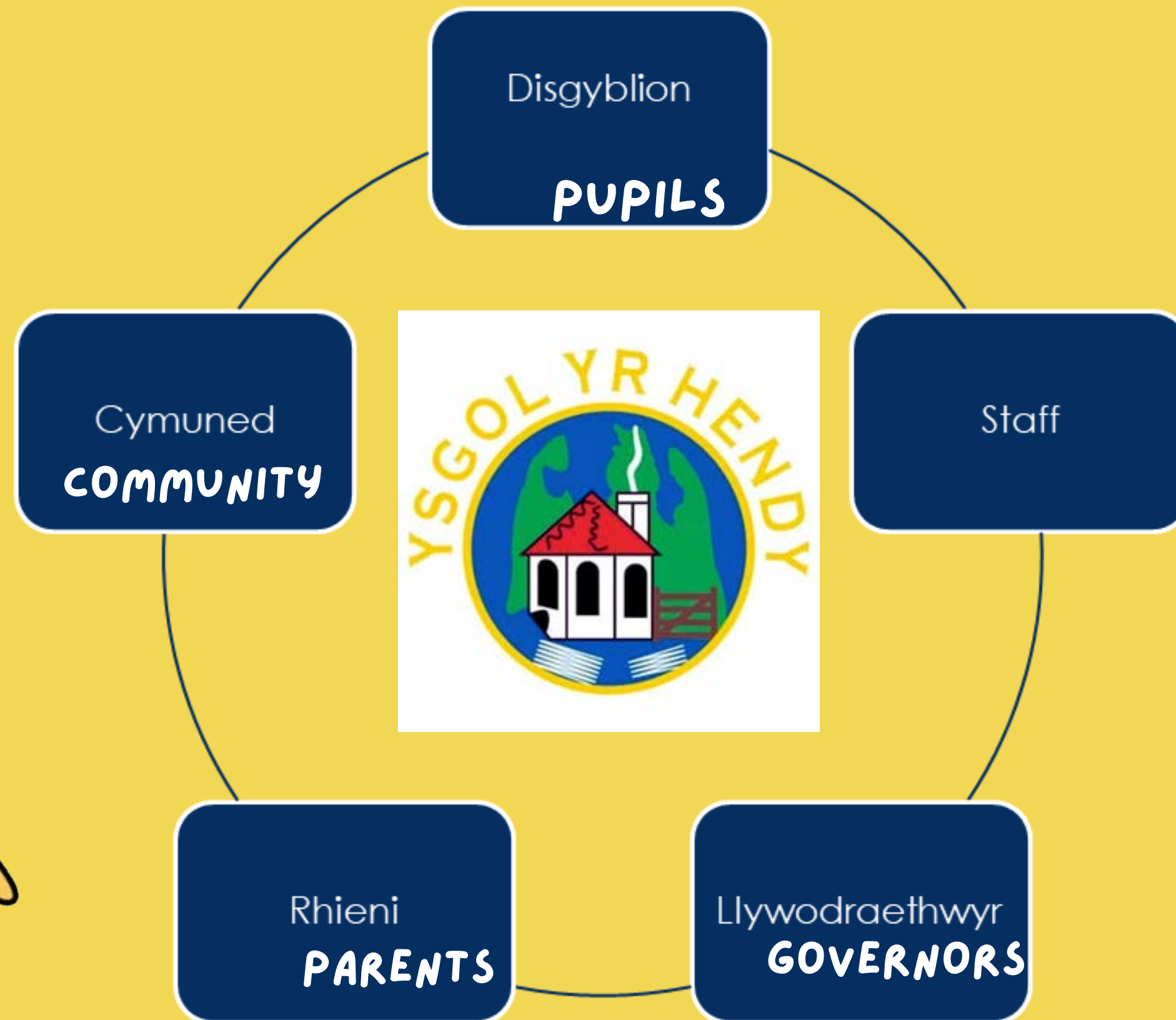


Humanities

Claire Wyatt
Rachel Davies (RE)



DYLUNIO CWRICWLWM PURPASOL, PERTHNASOL A DILYS AR GYFER DISGYBLION YSGOL YR HENDY



DESIGNING A
PURPOSEFUL,
RELEVANT AND
AUTHENTIC
CURRICULUM FOR
THE PUPILS AT
YSGOL YR HENDY



Ei'n Cynefin



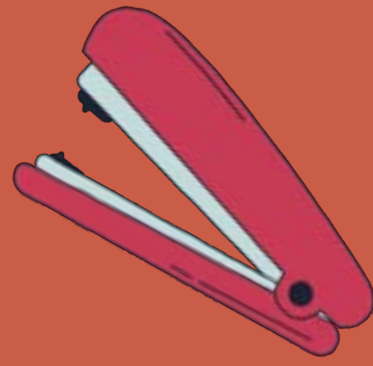
Rydym yn falch o dreftadaeth Gymreig gyfoethog ein pentref yn yr Hendy. Rydym am i'n disgyblion ddatblygu ymdeimlad cryf o 'Cynefin', teimlo balchder, profi'r ymdeimlad o berthyn a dangos parch at eu hysgol, cymuned a'u gwlad.

Mae ein disgyblion yn datblygu eu dealltwriaeth o'u hunaniaethau, eu treftadaeth, eu hanes a'u tirwedd sy'n dod at ei gilydd i ffurfio ein Cynefin. Dysgu drwy amrywiaeth o gyd-destunau cyfoes a hanesyddol, ymchwilio ac archwilio profiad dynol yn eu hardaloedd eu hunain ac mewn mannau eraill yng Nghymru, yn ogystal ag yn y byd ehangach.

Rydym yn datblygu dealltwriaeth ein disgyblion o'r ffactorau sy'n llunio'r gymuned leol a Chymru; Eu treftadaeth ddiwylliannol a'u hamrywiaeth, eu hanes a'u traddodiadau, y gymuned leol, busnes a phobl, yn ogystal â'i hiaith a'i gwerthoedd. Rydym yn gweithio ar y cyd â rhieni, staff, llywodraethwyr a thu hwnt i roi gwir ymdeimlad o berthyn i'n plant.

“It takes a village to raise a child (Proverb)





E'n Cynefin



We are proud of the rich Welsh heritage of our village of Hendy. We want our pupils to develop a strong sense of 'Cynefin', to feel proud, have a sense of belonging and show respect for their school, community and country.

Our pupils develop their understanding of their identities, heritage, histories and landscape that come together to form our Cynefin. Learning through a range of contemporary and historical contexts, investigation and exploration of human experience in their own localities and elsewhere in Wales, as well as in the wider world.

We develop our pupils' understanding of the factors that shape the local community and Wales; being their cultural heritage and diversity, history and traditions, the local community, business and people, as well as its language and values. We work collaboratively with parents, staff, governors and beyond to give our children a true sense of belonging.

"It takes a village to raise" a child (Proverb)



Mae Ysgol Yr Hendy yn ymdrechu i ddatblygu disgyblion hyderus sy'n arwain eu dysgu eu hunain yn effeithiol. Ein nod yw creu cwricwlwm cynhwysol i'n disgyblion, lle mae pob disgybl yn cael cyfle i lunio eu cwricwlwm a gwerthfawrogi eu cyfraniadau.

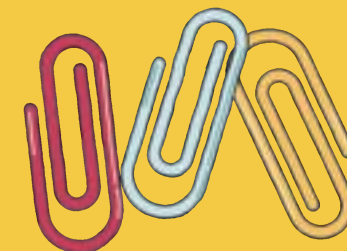
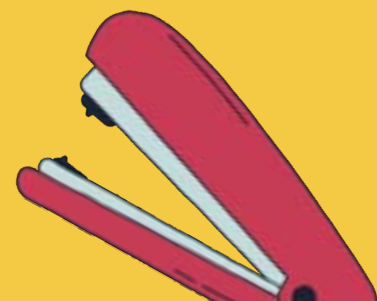
Mae ymgynghori â disgyblion yn amrywiol ac yn cynnwys llawer o wahanol agweddau ar fywyd yr ysgol. O'r cwricwlwm, i sut maen nhw'n hoffi dysgu, i'r amgylchedd corfforol, lles a lles corfforol, emosiynol a meddyliol.

Mae ein gwerthoedd, ein hagweddau a'n hethos yn adlewyrchu ein hymrwymiad i lais disgyblion, o fewn polisi, ystafelloedd dosbarth a'n dull ysgol gyfan.

Mae ein dull gweithredu yn cael ei adolygu a'i werthuso'n rheolaidd i sicrhau bod unrhyw newid angenrheidiol yn bwrpasol, a bod canlyniadau'n cael effaith.

ymatebol: sy'n berthnasol i anghenion heddiw (unigol, lleol a chenedlaethol) ond hefyd yn arfogi pob person ifanc â'r wybodaeth, y sgiliau a'r gwarediadau ar gyfer heriau yn y dyfodol fel dysgwyr gydoloes

cynhwysol: hawdd ei ddeall gan bawb, gan gwmpasu hawl i addysg o ansawdd uchel i bob plentyn a pherson ifanc a chymryd eu barn i ystyriaeth yng nghydestun Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP), a rhai rhieni, gofalmwyd a'r gymdeithas ehangach



LLAIS Y DISGYBL

MAE CONFENSIWN Y CENHEDLOEDD UNEDIG AR HAWLIAU'R PLENTYN (CCUHP) WRTH WRAIDD CYNLLUNIO, POLISI'AU, YMARFER AC ETHOS EIN HYSGOL.

FEL YSGOL SY'N PARCHU HAWLIAU, RYDYM NID YN UNIG YN DYSGU AM HAWLIAU PLANT OND HEFYD YN MODELU HAWLIAU A PHARCH YM MHOB PERTHYNAS.

MAE LLAIS Y DISGYBL YN ETHOS CRYF O FEWN YR YSGOL AC RYDYM YN GLYNU AT ERTHYGLAU 12 A 15 Y CCUHP:

MAE GEN I'R HAWL I GAEL FY NGHLYWED .

MAE GEN I'R HAWL I GWRDD â FFRINDIAU AC YMUNO â GRWPIAU.



Ysgol Yr Hendy strives to develop confident pupils who lead their own learning effectively. Our aim is to create an inclusive curriculum for our pupils, where each pupil has the opportunity to shape their curriculum and their contributions are valued. Consultation with pupils is varied and includes many different aspects of school life. From the curriculum, to how they like to learn, to physical environment, welfare and physical, emotional and mental wellbeing. Our values, attitudes and ethos reflect our commitment to pupil voice, within policy, classrooms and our whole school approach. Our approach is reviewed and evaluated regularly to ensure that any necessary change is purposeful, and outcomes have impact.

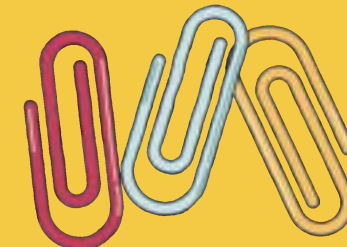
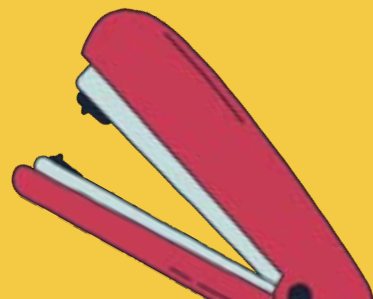
responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners

inclusive: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society

PUPIL VOICE

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC) IS AT THE HEART OF OUR SCHOOL'S PLANNING, POLICIES, PRACTICE AND ETHOS.
AS A RIGHTS-RESPECTING SCHOOL WE NOT ONLY TEACH ABOUT CHILDREN'S RIGHTS BUT ALSO MODEL RIGHTS AND RESPECT IN ALL RELATIONSHIPS.

PUPIL VOICE IS A STRONG ETHOS WITHIN THE SCHOOL AND WE ADHERE TO ARTICLES 12 AND 15 OF THE UNCRC:
I HAVE THE RIGHT TO BE HEARD
I HAVE THE RIGHT TO MEET WITH FRIENDS AND TO JOIN GROUPS



Mae plant yn Ysgol Yr Hendy yn cael cyfleoedd ystyrlon i rannu eu barn a'u barn am eu cwricwlwm a bywyd ysgol.

Mae disgyblion yn gwybod y bydd rhywun yn gwrandao arnynt a bod eu cyfraniadau yn cael eu gwerthfawrogi ac y gallant effeithio ar newid.

Mae gan ein hysgol ymrwymiad cryf i lais y disgyblion, ac mae hyn yn amlwg ym mhob maes dysgu a bywyd ysgol.

Rydym yn gwerthfawrogi cyfraniadau rhieni a'r gymuned tuag at ein hysgol.

Rhoddir cyfleoedd i blant gyfrannu yn y ffyrdd canlynol:

Cyngor Ysgol

Timau Moesegol

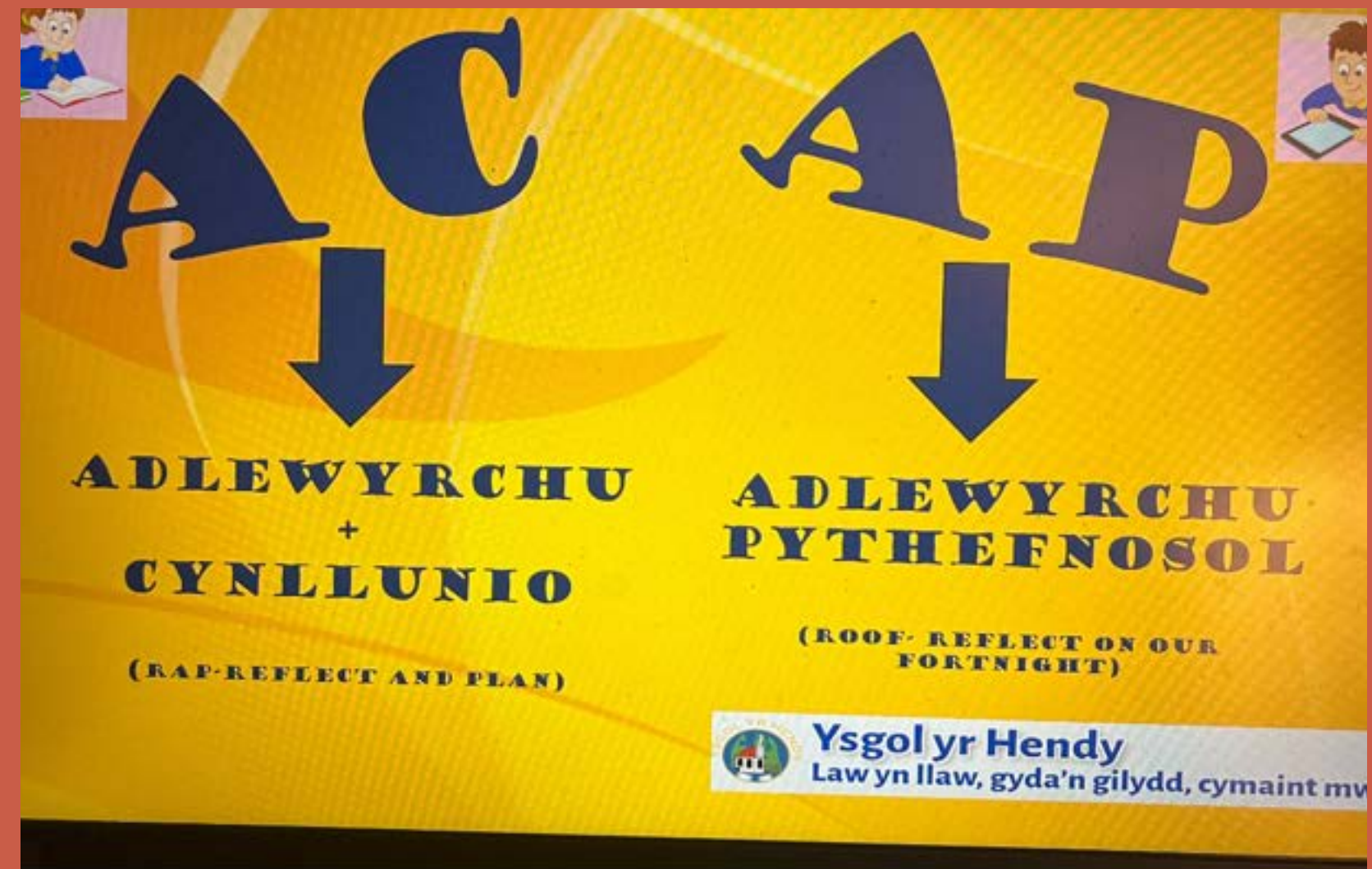
Parchu Hawliau

Llysgenhandon Meysydd Dysgu a Phrofiad

RAP

Rydym yn ystyried ein cynllunio fel sail ar gyfer newid ac rydym yn meithrin amgylchedd lle mae plant yn cyfrannu at gynllunio ac yn arwain eu dysgu eu hunain.

PUPIL VOICE



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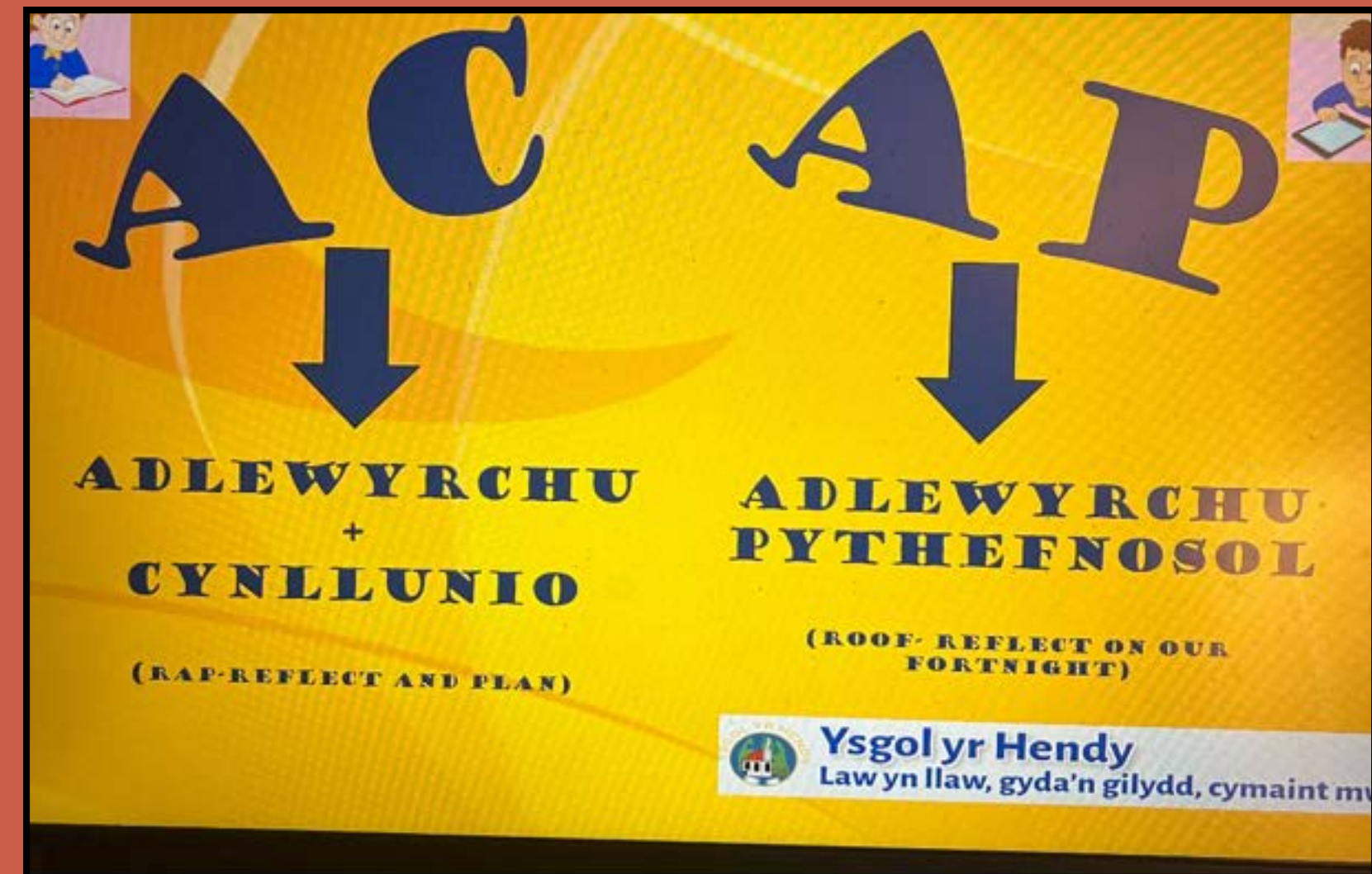
Parchu Hawliau

Llysgenhandon Meysydd Dysgu a Phrofiad

RAP

Rydym yn ystyried ein cynllunio fel sail ar gyfer newid ac rydym yn meithrin amgylchedd lle mae plant yn cyfrannu at gynllunio ac yn arwain eu dysgu eu hunain.

LLAIS Y DISGYBL



EIN CYNGOHRAU



Cyngor Ysgol



Cyngor Eco



Grwp.Com

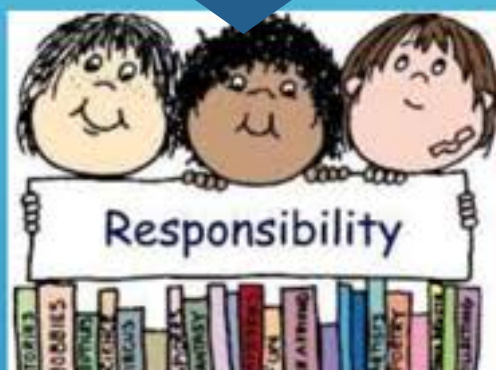


Criw Cymraeg



OUR SCHOOL COUNCILS

PEDAGOGICAL PRINCIPLES:
OUR TEACHERS TEACH
THROUGH A
RANGE OF APPROACHES, NOT
RESTRICTED TO, BUT INCLUDING
THOSE OUTLINED IN
THE 12 PEDAGOGICAL
PRINCIPLES.



Learning Autonomy [Learning to Learn]

Encourages children and young people
to take increasing responsibility for their
own learning



Skills

Regularly Literacy, Numeracy (LNF) and
Digital Competence (DCF), and provides
opportunities to practise them.



Blended Teaching

A broad repertoire of teaching and
learning experiences.



Making Powerful Connections

The capacity to make connections
and transfer knowledge and
understanding across different contexts



Growth Mindset

Challenges all learners by
encouraging them to recognise
the importance of sustained
effort in meeting expectations that
are high but achievable for them –
mindset and the power of effort.



Overall Purposes

Four Purposes

ambitious, capable learners,
ready to learn throughout their
lives
enterprising, creative
contributors, ready to play a full part
in life and work
ethical, informed citizens of Wales
and the world, ready to be citizens
of Wales and the world
healthy, confident individuals, ready
to lead fulfilling lives as valued
members of society.

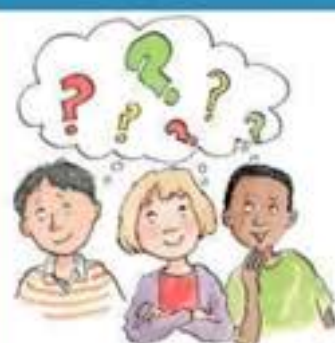
Egwyddorion Addysgeg:

MAE EIN HATHRAWON YN ADDYSGU DRWY YSTOD O DDULLIAU GWEITHREDU, NID
YN GYFYNGEDIG I, OND GAN GYNNWYS Y RHAI A AMLINELLIR YN Y 12
EGWYDDOR ADDYSGOL.



Deepening Thinking/ Understanding

Problem solving, creative and critical
thinking.



Meaningful and Authentic

Meaningful –important, worthwhile,
significant, relevant, purposeful
Authentic –based of fact, accurate,
reliable, trustworthy, emotionally
appropriate, ethical



Collaboration

The ability to function as a member
of a team–employability.



Positive Relationships

Develop emotional intelligence, reflecting
upon their own learning and
understanding the positive impact that
they can have on the learning of others.



Building on Prior Learning and Engagement

Build on previous knowledge and
experience and engage interest.



Assessment for learning AFL

• Regular and meaningful Feedback.



THE FOUR PURPOSES



Our curriculum is everything a learner experiences in pursuit of the Four Purposes.

*It is not simply what we teach, but **how** we teach and crucially, **why** we teach it.*

It is the whole school experience offered, not merely restricted to lessons and activities within the school day.

*Our curriculum includes the **attitudes** and **values** we promote, the **opportunities** we provide beyond the school day, and the **relationships** we have with our families and the community.*

*This is achieved through ensuring the four purposes are at the **heart** of what we plan and do.*

Y PEDWAR DIBEN

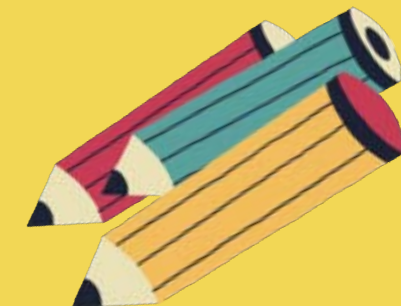
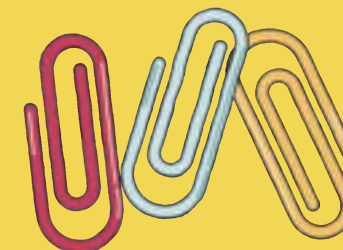
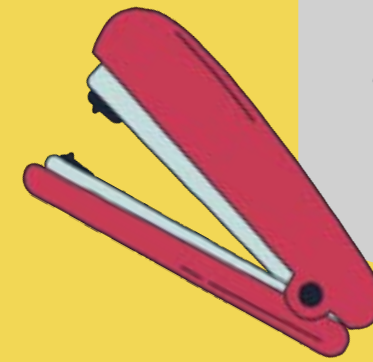
Ein cwricwlwm yw pob dim y mae dysgwr yn ei brofi wrth fynd ar drywydd y Pedwar Diben.

Nid dim ond yr hyn rydyn ni'n ei ddysgu, ond sut rydyn ni'n addysgu ac, yn hollbwysig, pam rydyn ni'n ei ddysgu.

Dyma'r profiad ysgol cyfan a gynigir, nid yn unig i wersi a gweithgareddau o fewn y diwrnod ysgol.

Mae ein cwricwlwm yn cynnwys yr agweddau a'r gwerthoedd rydym yn eu hyrwyddo, y cyfleoedd a ddarparwn y tu hwnt i'r diwrnod ysgol, a'r perthnasoedd sydd gennym gyda'n teuluoedd a'r gymuned.

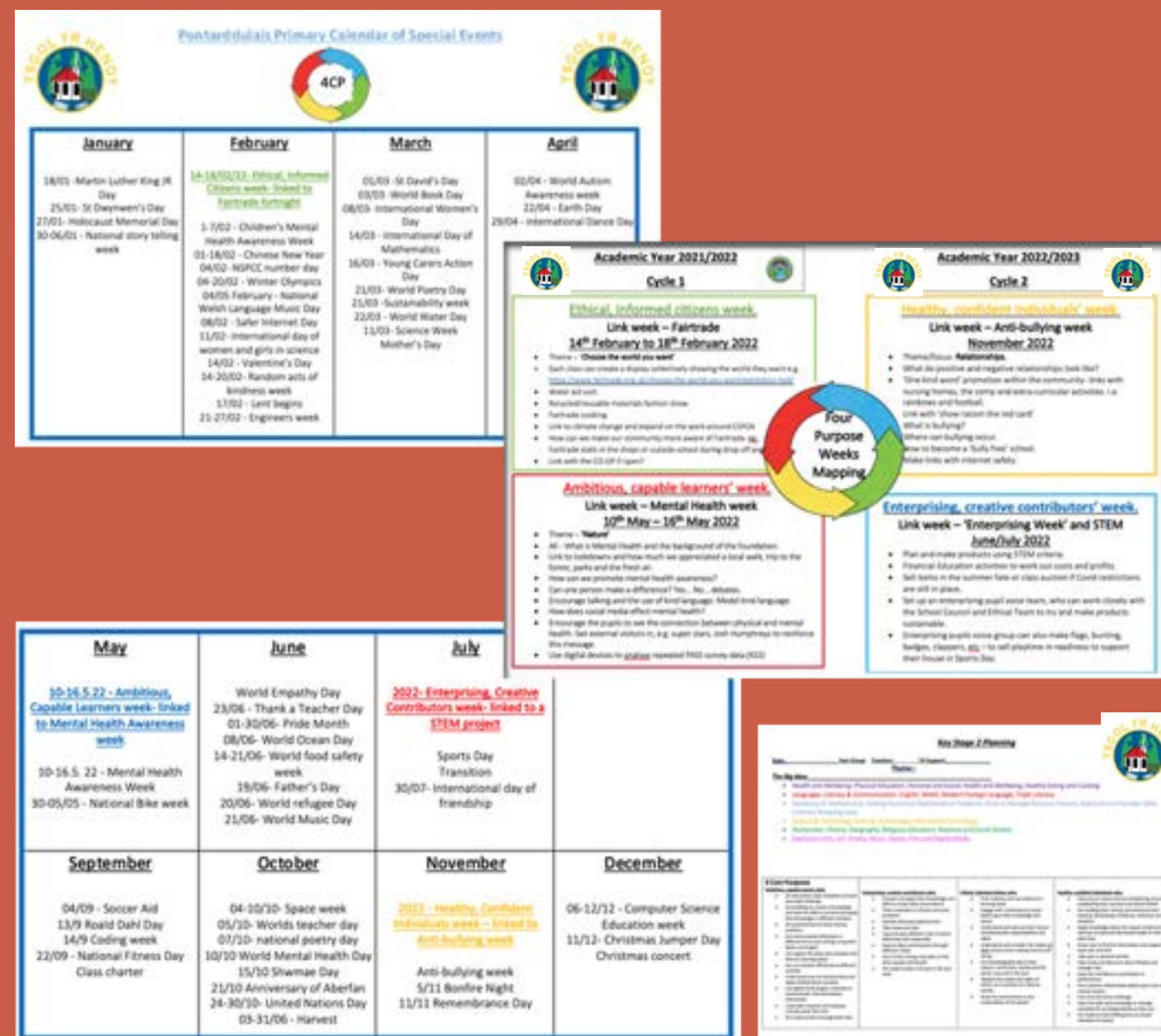
Cyflawnir hyn drwy sicrhau bod y pedwar diben wrth wraidd yr hyn yr ydym yn ei gynllunio a'i wneud.



MAE PEDWAR DIBEN WEDI'U PLETHU YN DDI-DOR I DDYSGU A'U HAMLYGU YN YSTOD WYTHNOSAU FFOCWS...

Rhoddir cyfle i ddisgyblion ddathlu'r pedwar diben trwy wythnosau thematig a digwyddiadau unigol, drwy gydol y flwyddyn ysgol.

Mae staff addysgu'n gweithio'n agos yn eu Timau Pwrpas i gynllunio wythnosau thematig cyffrous a diddorol, gan arddangos pwysigrwydd ac amrywiaeth y Pedwar Diben yn Ysgol Yr Hendy



**FOUR PURPOSES ARE WOVEN SEAMLESSLY INTO
LEARNING AND HIGHLIGHTED DURING FOCUSED
WEEKS...**

Pupils are given the opportunity to celebrate the Four Purposes through thematic weeks and standalone events, throughout the school year.

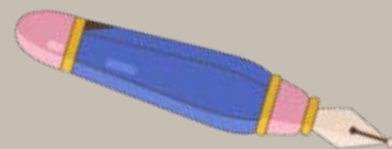
Teaching staff work closely in their Purpose Teams to plan exciting and engaging thematic weeks, showcasing the importance and variety of the Four Purposes at Ysgol Yr Hendy



Curriculum for Wales 2022 organises learning around six areas of learning and experience. Each of the areas of learning and experience has been designed to support learners to realise the four purposes of the curriculum. They are intended to promote collaboration and cross-disciplinary school-level curriculum development and design.

All teachers plan for the cross-curricular responsibilities of literacy, numeracy and digital competence to support almost all learning. These are essential for learners to be able to participate successfully and confidently in the modern world.

Curriculum for Wales



Mathematics and Numeracy



Health and Well-being



Expressive Arts



Science and Technology



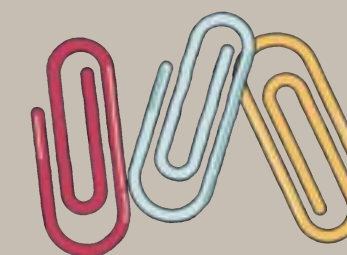
Languages, Literacy and Communication



Humanities

Cwricwlwm i Gymru

Curriculum for Wales 2022 organises learning around six areas of learning and experience. Each of the areas of learning and experience has been designed to support learners to realise the four purposes of the curriculum. They are intended to promote collaboration and cross-disciplinary school-level curriculum development and design. All teachers plan for the cross-curricular responsibilities of literacy, numeracy and digital competence to support almost all learning. These are essential for learners to be able to participate successfully and confidently in the modern world.





□ The Big Questions approach has been used, reviewed, and developed, consisting of four Big Questions based on:

- Expressive Arts
 - Science & Technology
 - Health & Wellbeing
 - Humanities
 - Cross Curricular
- Responsibilities are evident in each Big Question



Y CWESTIWN MAWR

□ Mae'r dull Cwestiynau Mawr wedi cael ei ddefnyddio, ei adolygu a'i ddatblygu, sy'n cynnwys pedwar Cwestiwn Mawr yn seiliedig ar:

- Y Celfyddydau Mynegiannol
- Gwyddoniaeth a Thechnoleg
- Iechyd a Lles
- Y Dyniaethau

□ Mae Cyfrifoldebau Trawsgwricwlaidd yn amlwg ym mhob Cwestiwn Mawr.

Year 5 - Spring Term 2021 - Planning for Space			
Calendar	October	November	December
Calendar			
Celebrations			
Extracurricular			
Humanities - Is there anybody out there? Children will investigate their place within the solar system, in relation to other planets. Furthermore, children will undertake research into the space race and moon landings of the Apollo mission of the 1960's. Pupils will learn and understand how gravity affects the positions of the planets in the solar system. Ethical Week Focus: Investigate how we know that the climate is changing from space using Nasa Climate Kids. How does climate change effect other parts of the world and compare and contrast to Wales. Create a PowerPoint and present their findings to the class.			
Science & Technology - Would you believe, they put a man on the moon? Children will investigate their place within the solar system, in relation to other planets. Furthermore, children will undertake research into the space race and moon landings of the Apollo mission of the 1960's. Pupils will learn and understand how gravity affects the positions of the planets in the solar system. Scientific Investigation: Pupils will investigate how the length of shadow reflects the earth's position in relation to the sun. Children will carry out an investigation into the principles of flight, gravity, and air resistance. STEM Day - Floating and sinking Gardens - Children will be given apparatus and they will create their own floating garden to grow plants.			
Expressive Arts - Can you hear me Major Tom? Children to listen to and watch extracts from the composition The Planets by Gustav Holst. They will appraise each planet focussing on musical elements and what each planet represents. And interpret the music through visual art. Compare and contrast the different planets. Study the work of Andy Warhol, in particular the Moonwalk piece. Discuss the history, style and meaning behind his work. Children will replicate space focussed pop art scene. Pupils will undertake research into the life of an astronaut and hot seat each other. The children will watch the Star Wars film - A New Hope and then use the film as a stimulus to write their own narrative space related stories. The children will use digital representation to create their own pop art images.			
Health & Wellbeing - Where is your happy space? Read and discuss the story Enid's Egg. Focus on the character of Enid. Discuss how we need an understanding of the rules, norms and behaviours of different groups and situations, and recognize that these have an influence on our day-to-day life. Discuss how different people in our lives and other family members help us to acquire values and guide our decisions making. The pupils will then design and create their own 'Space Pod' on the International Space Station, taking into consideration the relationships of people with different cultures, social, economic, health status, ethnicity, race, origin, sexual orientation, gender identity, or other differences. Pupils will identify that Friendship and love help people feel positive about themselves. The pupils will develop their oracy skills through discussion cards with various scenarios. Eg. Star Wars - The Dark Side relationship with the rebel forces / Captain's Kirk's relationship with the Klingons. The children will reflect on what they have learnt and create a values star that will be central to living harmoniously on the International Space Station. The children will also design and build for their own space station, based on their own values, based on their understanding and used to be good to land, and not being dangerous. Once complete pupils can then apply this to the Minecraft World.			
Four Purposes (ethical, informed citizens week) Link week - Fairtrade 14th February to 18th February 2022 Theme - 'Choose the world you want' Each class to design and create a collective display highlighting the world they want e.g. https://www.fairtrade.org.uk/choose-the-world-you-want/exhibition-hub/ . Pupils will be visited by Water aid. There will be a recycled/reusable materials fashion show and opportunities to develop their cooking skills using Fairtrade products. Pupils will revisit the work on climate change and expand on the work around COP26. Investigate 'How can we make our community more aware of Fairtrade? Link with the CO-OP if open?			
Guided Reading, Pie Corbett literacy approach, Abacus Mathematics Scheme, Philosophy for Children, PE/Games, Welsh			

THE BIG QUESTION



Mapped the 'What Matters Statements' over a three-year cycle with drivers, ensuring that all statements have even coverage and importance.

Phase 1 provides the building blocks to the learning in Phase 2. Themes are introduced in Phase 2 at Progression Step 2, and further developed in Phase 3 at Progression Step 3.

Themes are based on myself, Myself in Wales, Myself in the World.

BUILDING OUR CURRICULUM

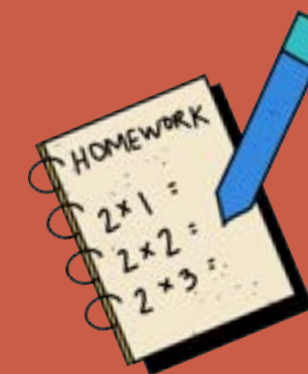
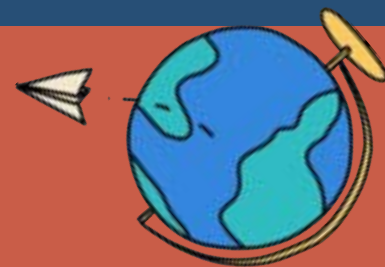
Phase 2: Progression Step 2		
Myself in the Hendy (Humanities)	Living Thing (Science & Technology)	Imagine (Expressive Arts)
Myself in Wales (Humanities)	Space (Science & Technology)	Create (Expressive Arts)
Myself in the World (Humanities)	Engineering & Construction (Science & Technology)	Celebrate (Expressive Arts)
Phase 3: Progression Step 3		
Myself in the Hendy (Humanities)	Living Thing (Science Technology) &	Imagine (Expressive Arts)
Myself in Wales (Humanities)	Space (Science Technology) &	Create (Expressive Arts)
Myself in the World (Humanities)	Engineering & Construction (Science Technology) &	Celebrate (Expressive Arts)

ADEILADU'R CWRICWLWM

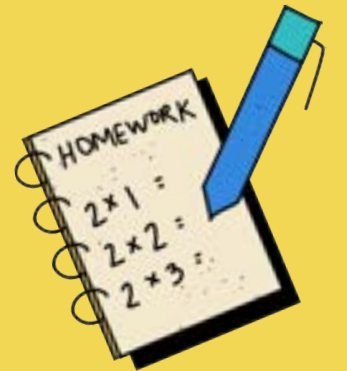
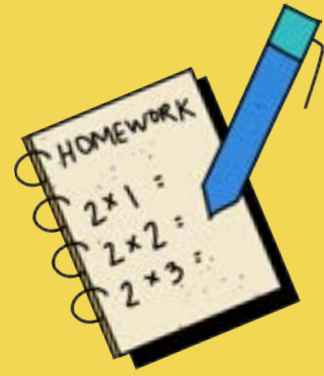
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IECHYD A LLES



HEALTH AND WELL-BEING



MAE'R PLANT YN DEALL YN GLIR BOD CYFRIFOLDEBAU YN DOD LAW YN LLAW GYDA HAWLIAU.

Hawliau Plant yn
Ysgol Yr Hendy

Mae gan blant a phobl ifanc 42 o hawliau o
dan y Confensiwn Unedig ar Hawliau'r Plentyn
(CCUHP).

Mae'r 42 hawl hyn yn rhoi'r hyn sydd ei angen
ar blant a phobl ifanc i dyfu i fyny yn hapus, yn
iach ac yn ddiogel.

Yn 2011 Cymru oedd y wlad gyntaf yn y DU i
wneud CCUHP yn rhan o'i chyfraith ddomestig.

Egwyddorion
Hawliau Plant
Dyma'r dull i:

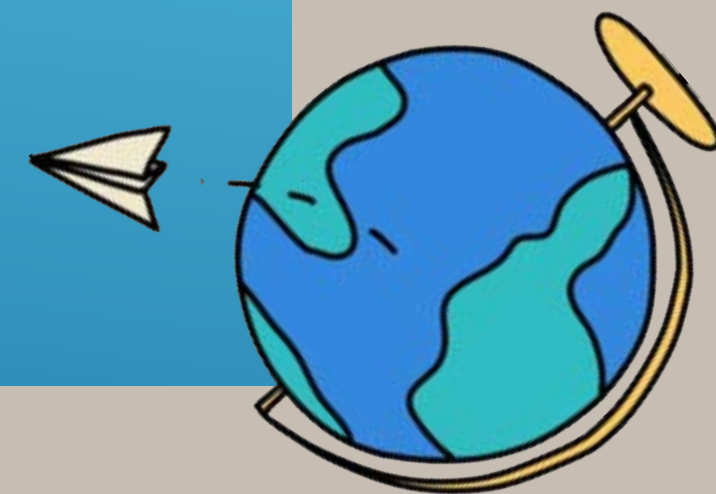
Ymwreiddio hawliau plant – Yn yr Hendy mae
polisiâu cynradd yn cael eu tanategu gan
CCUHP, ac mae cymuned ein hysgol yn
gwybod ac yn deall hawliau plant.

Cydraddoldeb a pheidio â gwahaniaethu – Yn
Ysgol Gynradd Pontarddulais rydym yn sicrhau
bod pob plentyn yn dyheu am fod y gorau y
gallant fod. Mae hyn wedi'i grynhoi yn ein
gweledigaeth ysgol a'n datganiadau
cenhadaeth.

Grymuso plant – Yn yr Hendy mae disgyblion
cynradd yn cymryd rhan weithredol wrth
gynllunio eu cwricwlwm eu hunain. Trwy ein
haddysg hawliau a gwaith ein Hyrwyddwyr
Hawliau mae disgyblion yn deall pwysigrwydd
eu hawliau

Cyfranogiad – Yn Ysgol Yr Hendy mae oedolion
cynradd a disgyblion yn rhannu'r broses o
wneud penderfyniadau a gyda'i gilydd yn
gyrru polisi a newid. Trwy ein gwahanol grwpiau
llais disgyblion a threfniadau gweithgareddau
dysgu ar waith i sicrhau bod plant yn cael
gwrandawriad a bod eu barn yn cael ei
chlywed mewn penderfyniadau sy'n cael eu
gwneud sy'n effeithio arnynt.

Atebolrwydd – Mae Ysgol yr Hendy yn cael ei
dwyn i gyfrif am sut mae disgyblion yn profi eu
hawliau gan y corff llywodraethu a grwpiau
llais y disgyblion.



THE CHILDREN FULLY UNDERSTAND THAT WITH RIGHTS COME RESPONSIBILITIES.

Children's Rights at Ysgol Yr Hendy

Children and young people have 42 Rights under the United Convention of the Rights of the Child (UNCRC).

These 42 rights give children and young people what they need to grow up happily, healthily and safely.

In 2011 Wales became the first country in the UK to make the UNCRC part of its domestic law.

The principles of the Children's Rights Approach are:

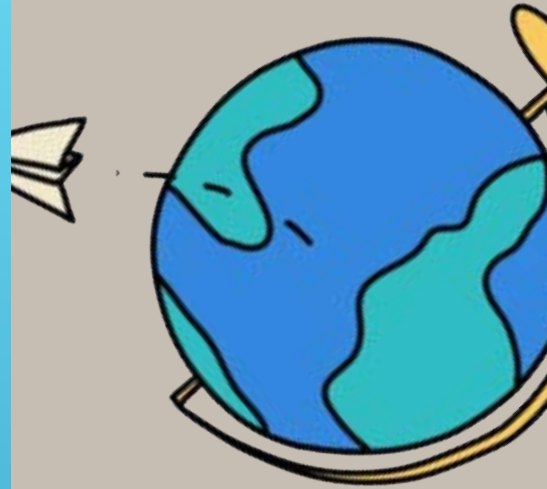
Embedding children's rights – At Ysgol Yr Hendy policies are underpinned by the UNCRC, and our school community know and understand children's rights.

Equality and non-discrimination – At Ysgol yr Hendy we make sure that every child aspires to be the best that they can be. This is encapsulated in our school vision and mission statements.

Empowering children – At Ysgol Yr Hendy pupils are actively involved in planning their own curriculum. Through our rights education and the work of our Rights Champions pupils understand the importance of their rights.

Participation – At Ysgol Yr hendyadults and pupils share the decision making and together drive policy and change. Through our various pupil voice groups and learning activities arrangements are in place to ensure children are listened to and their opinion is heard in decisions that are being made that affect them.

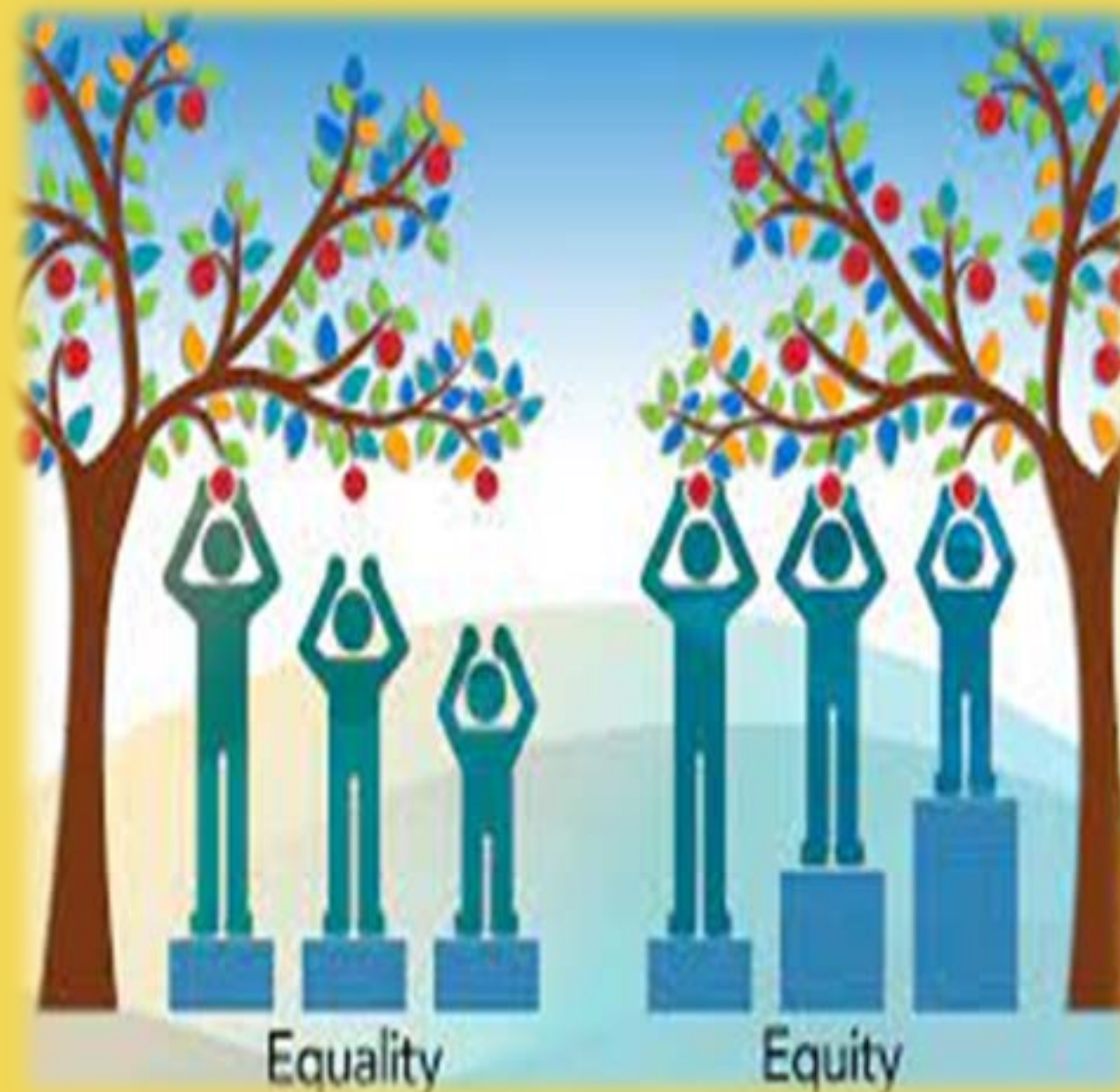
Accountability – Ysgol Yr Hendy is held to account for how pupils experience their rights by the governing body and pupil voice groups.



At Ysgol Yr Hendy we are committed to ensuring equity of education and opportunity for all pupils, staff, parents and carers receiving services from the school. This is irrespective of disability, race, gender, age, sexual orientation, religion or belief, or family structure. gender reassignment, pregnancy & maternity, marriage and civil partnership?

Our aim is to develop a culture of inclusion which celebrates diversity; in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

CYFLEOEDD CYFARTAL



EQUAL OPPORTUNITIES

Yn Ysgol Yr Hendy, rydym wedi ymrwymo i sicrhau tegwch addysg a chyfle i'r holl ddisgyblion, staff, rhieni a gofalwyr sy'n derbyn gwasanaethau gan yr ysgol. Mae hyn er gwaethaf anabledd, hil, rhyw, oedran, cyfeiriadedd rhywiol, crefydd neu gred, neu strwythur teuluol. Ailbennu rhywedd, beichiogrwydd a mamolaeth, priodas a phartneriaeth sifil? Ein nod yw datblygu diwylliant cynhwysiant sy'n dathlu amrywiaeth; lle mae pawb sy'n gysylltiedig â'r ysgol yn teimlo'n falch o'u hunaniaeth ac yn gallu cymryd rhan lawn ym mywyd yr ysgol.

Ysgol Yr Hendy has a culture which promotes positive behaviour. We believe that good behaviour is necessary for effective teaching and learning to take place. We promote a culture of respect for all, where we celebrate difference and engage in restorative practice. We feel this ethos ensures the pupils feel safe, secure and above all happy.

The school feels that the most meaningful and positive form of discipline is self-discipline and we try and instil this attitude in all our learners.

The response to misbehaviour is always positive and will depend on the nature of the misdemeanour, and the age and maturity of the pupil. We respond to negative behaviour using a restorative practice approach. This enables the pupil to explain their thoughts and feelings and gives them the opportunity to reflect on and identify reasons for their behaviour. The pupils are listened to and are made aware of the effect their actions have on others.

Perthnasoedd Positif



Positive Relationships



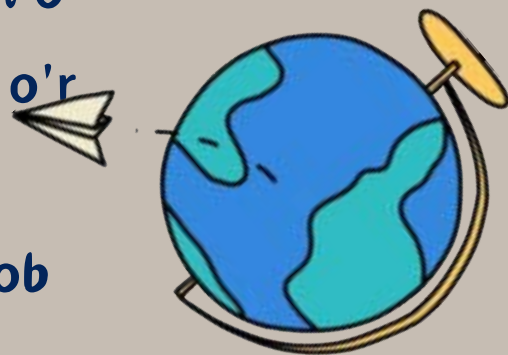
Mae gan Ysgol Yr Hendy ddiwylliant sy'n hyrwyddo ymddygiad cadarnhaol. Credwn fod ymddygiad da yn angenrheidiol er mwyn i addysgu a dysgu effeithiol ddigwydd. Rydym yn hyrwyddo diwylliant o barch tuag at bawb, lle rydym yn dathlu gwahaniaeth ac yn cymryd rhan mewn ymarfer adferol. Teimlwn fod yr ethos hwn yn sicrhau bod y disgyblion yn teimlo'n ddiogel, yn ddiogel ac yn fwy na dim yn hapus. Mae'r ysgol yn teimlo mai'r math mwyaf ystyrlon a chadarnhaol o ddisgyblaeth yw hunanddisgyblaeth ac rydym yn ceisio meithrin yr agwedd hon yn ein holl ddysgwyr.

Mae'r ymateb i gamymddwyn bob amser yn gadarnhaol a bydd yn dibynnu ar natur y camymddwyn, ac oedran ac aeddfedrwydd y disgybl. Rydym yn ymateb i ymddygiad negyddol gan ddefnyddio dull ymarfer adferol. Mae hyn yn galluogi'r disgybl i esbonio ei feddyliau a'i deimladau ac yn rhoi cyfle iddynt fyfyrrio a nodi rhesymau dros eu hymddygiad. Gwrandawir ar y disgyblion ac fe'u gwneir yn ymwybodol o'r effaith y mae eu gweithredoedd yn ei chael ar eraill.

Addysg Cydberthynas a Rhywioldeb (RSE)

Bydd AddysgCydberthynas a Rhywioldeb (RSE) yn orfodol o 2022 ac mae'n rhan annatod o'r

Maes Dysgu Iechyd a Lles.
Mae'n cysylltu ac yn sail i bob AoLE's eraill.



Nod RSE yn yr Hendyyw arfogi plant a phobl ifanc â gwybodaeth, sgiliau, agweddau a gwerthoedd a fydd yn eu grymuso i:

Gwireddu eu hiechyd a'u lles
Datblygu perthnasoeddteuluol, cyfoedion, cymdeithasol a rhywiolparchus

Ystyried sut mae eu dewisiadau yn effeithio ar eu lles eu hunain ac eraill

Mae RSE yn Yr Hendy yn darparu cyfleoedd i gaffael gwybodaeth gynhwysfawr, gywir, sy'n seiliedig ar dystiolaeth ac yn briodol i'w hoedran ar newidiadau i'r corff, glasoed a rhywioldeb.



Mae Ysgol Ye Hendy Ysgol yn sylweddoli pwysigrwydd mynd i'r afael â realiti ac effaith rhywioldeb ar fywydau pobl ifanc, Mae gwreiddio cynnwys RSE mewn cydraddoldeb rhywiol a safonau plant/hawliau dynol yn helpu i fynd i'r afael â materion sensitif.

Mae cynnwys RSE yn yr ysgol yn ymateb i anghenion a galluoedd newidiol y plentyn a'r person ifanc wrth iddynt dyfu. Mae bob amser yn 'Oedran- ac yn ddatblygiadol'. Yn seiliedig ar oedran a datblygiad dysgwyr, mae RSE yn Yr Hendy yn mynd i'r afael â phynciau perthnasol pan fyddant fwyaf amserol ar gyfer iechyd a lles disgyblion.

GALL Y SGILIAU HYN HELPU PLANT A PHOBL IFANC I FFURFIO PERTHNASOEDD PARCHUS AC IACH GYDAG AELODAU O'R TEULU, CYFOEDION, FFRINDIAU A PHARTNERIAID RHAMANTUS NEU RYWIOL YN Y DYFODOL.

Relationships & Sexuality Education (RSE)

Relationships and Sexuality Education (RSE) will be mandatory from 2022 and is an integral part of the Health and Well-Being Area of learning. It links with and underpins all other AoLE's.

RSE in Hendy aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to:

- Realise their health & well-being
- Develop respectful family, peer, social and sexual relationships
- Consider how their choices affect their own well-being and that of others
- Understand and ensure protection of their rights throughout their lives.



•RSE in Hendy provides opportunities to acquire comprehensive, accurate, evidence-informed and age-appropriate information on body changes, puberty and sexuality.



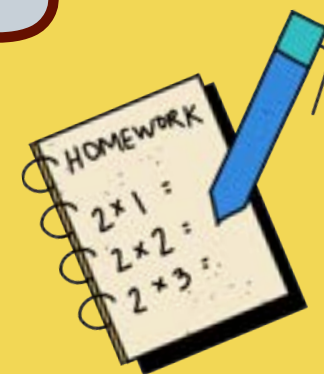
•The content of RSE in the school is responsive to the changing needs and capabilities of the child and the young person as they grow. It is always 'Age- and developmentally-appropriate'. Based on the age and development of learners, RSE in Hendy addresses relevant topics when they are most timely for pupils' health and well-being.

Ysgol Yr Hendy realises the importance of addressing the reality and impact of sexuality on young people's lives, Rooting the content of RSE in gender equality and children's/human rights standards helps address sensitive issues.

•THESE SKILLS CAN HELP CHILDREN AND YOUNG PEOPLE FORM RESPECTFUL AND HEALTHY RELATIONSHIPS WITH FAMILY MEMBERS, PEERS, FRIENDS AND ROMANTIC OR SEXUAL PARTNERS IN THE FUTURE.

Iechyd Meddwl a Lles

Mae dysgu ymmaes dysgu Iechyd a Lles yn cefnogi plant i ddeall eu hawliau a hawliau poblerau (Erthyglau 2 a 42 o CCUHP). Mae hefyd yn cefnogi plant i brofi eu hawliau i fod yn ddiogel ac yn cael eu hamddiffynrhagniwed (Erthyglau 19, 33, 34, 36) a hefyd yn hyrwyddo hawl plant i ymlacio a chwarae (Erthygl 31) a chaelbwyd a dŵrglân iach (Erthygl 24)

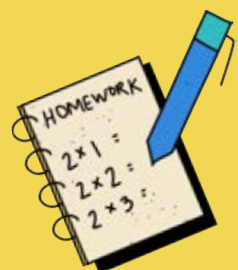


Yn Yr Hendy rydym yn ymdrechu i dynnu sylw at y ffaith bod y ffordd yr ydym yn prosesu ac yn ymateb i'n profiadau yn effeithio ar ein hiechyd meddwl a'n lles emosiynol. Rydym yn gwneud hyn drwy:

Canolbwyntio ar y sgiliau sydd eu hangen ar gyfer hunanofal ac i hunanreoleiddio:
ymwybyddiaeth ofalgar

Sefydlu bod iechyd meddwl yn cysylltu'n llwyr a iechyd corfforol, penderfyniadau,
dylanwadau cymdeithasol a pherthnasoedd

Tynnu sylw at yr ymarfer corff rheolaidd, diet cytbwys, ymateb i straen, perthynas ag eraill a phenderfyniadau a wneir o safbwynt mwy byd-eang ar-lein



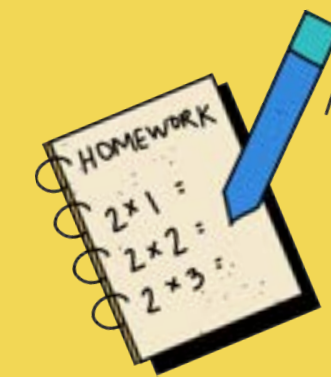
Mental health & well-being

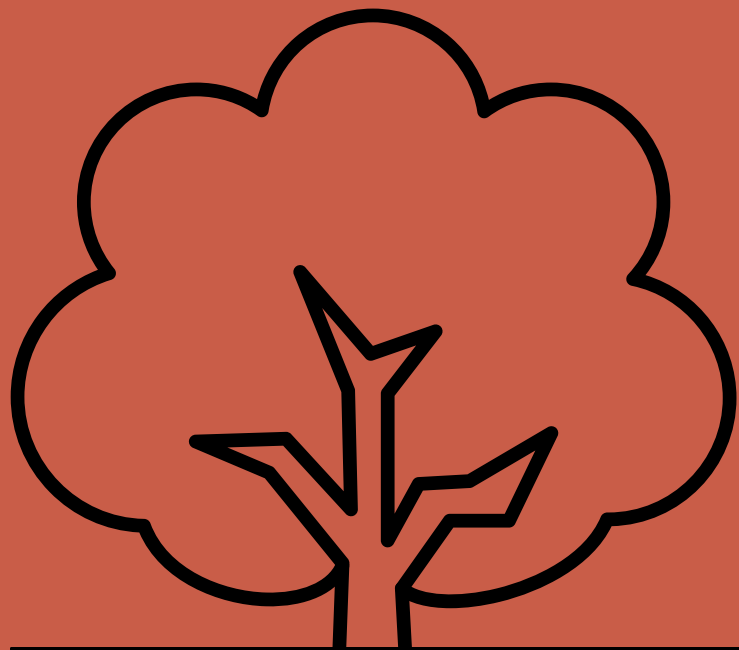
Learning within the Health and Well-being area of learning supports children to understand their rights and the rights of others (Articles 2 and 42 of UNCRC). It also supports children to experience their rights to be safe and protected from harm (Articles 19, 33, 34, 36) and also promotes the right of children to relax and play (Article 31) and to have healthy food and clean water (Article 24)



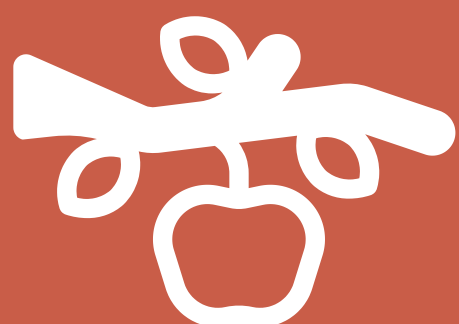
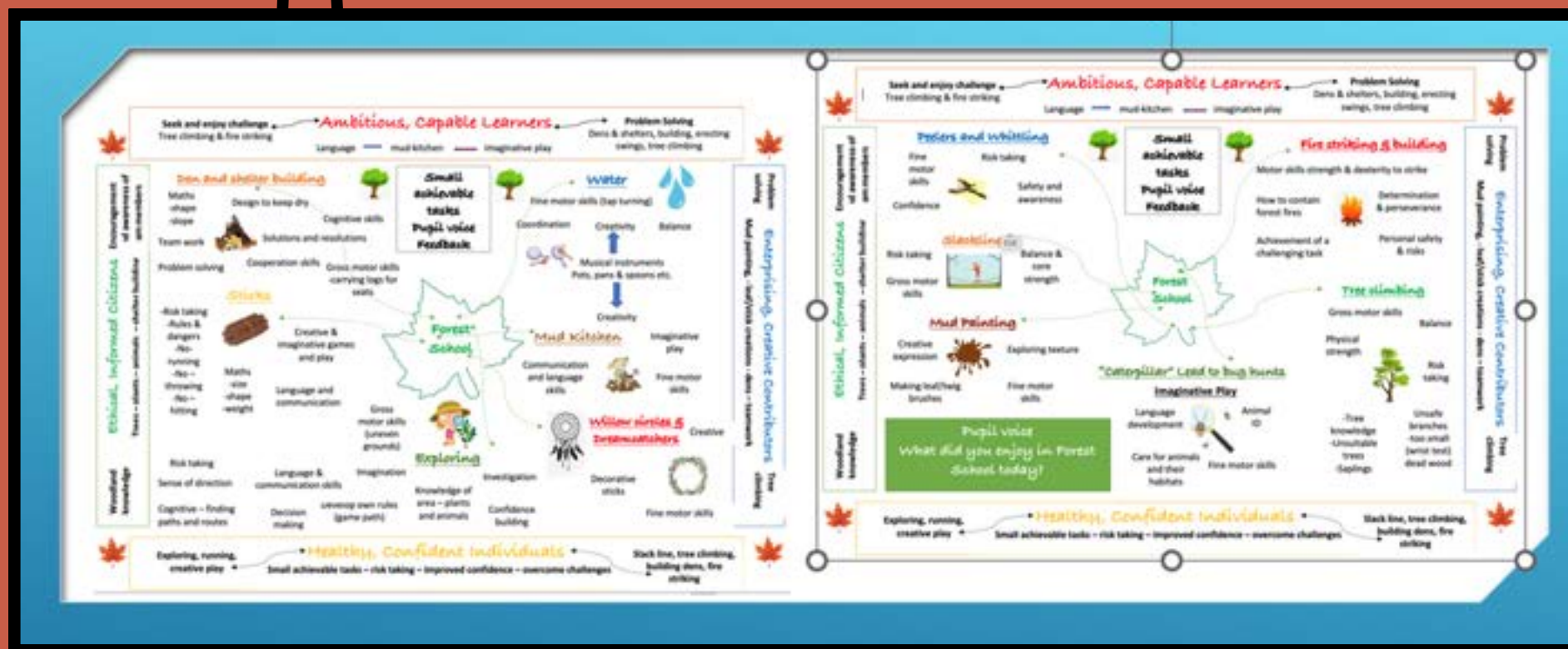
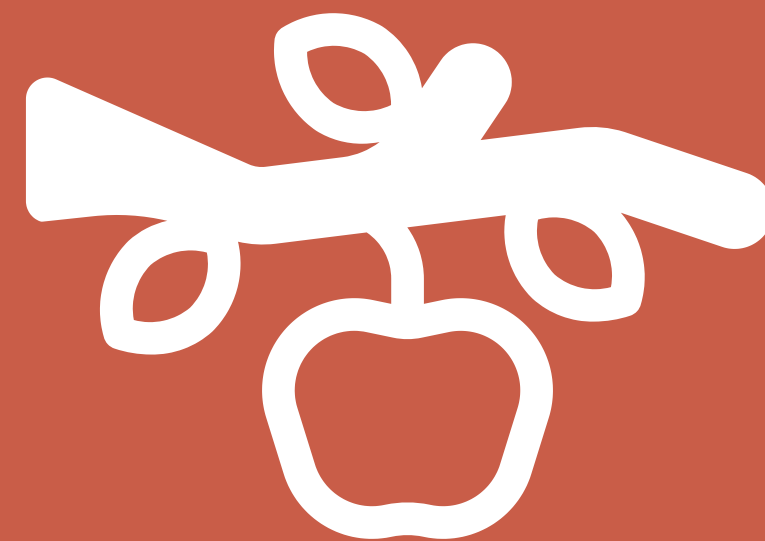
In Hendy we endeavour to highlight that how we process and respond to our experiences affects our mental health & emotional well-being. We do this through:

- Focusing on skills needed for self-care and to self-regulate: mindfulness
- Establishing that mental health links entirely with physical health, decisions, social influences and relationships
- Highlighting that regular exercise, a balanced diet, response to stress, relationships with others and decisions made in the on-line world impact directly on mental health
 - Establish effective links with outside agencies
 - Daily Check-ins
 - A Growth Mind-set approach
 - Restorative Practice

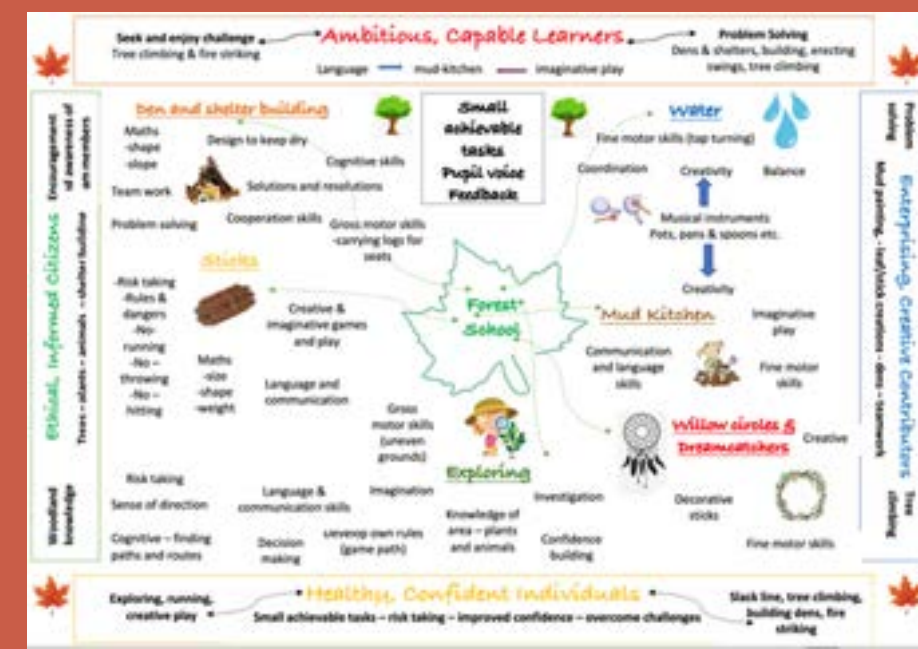




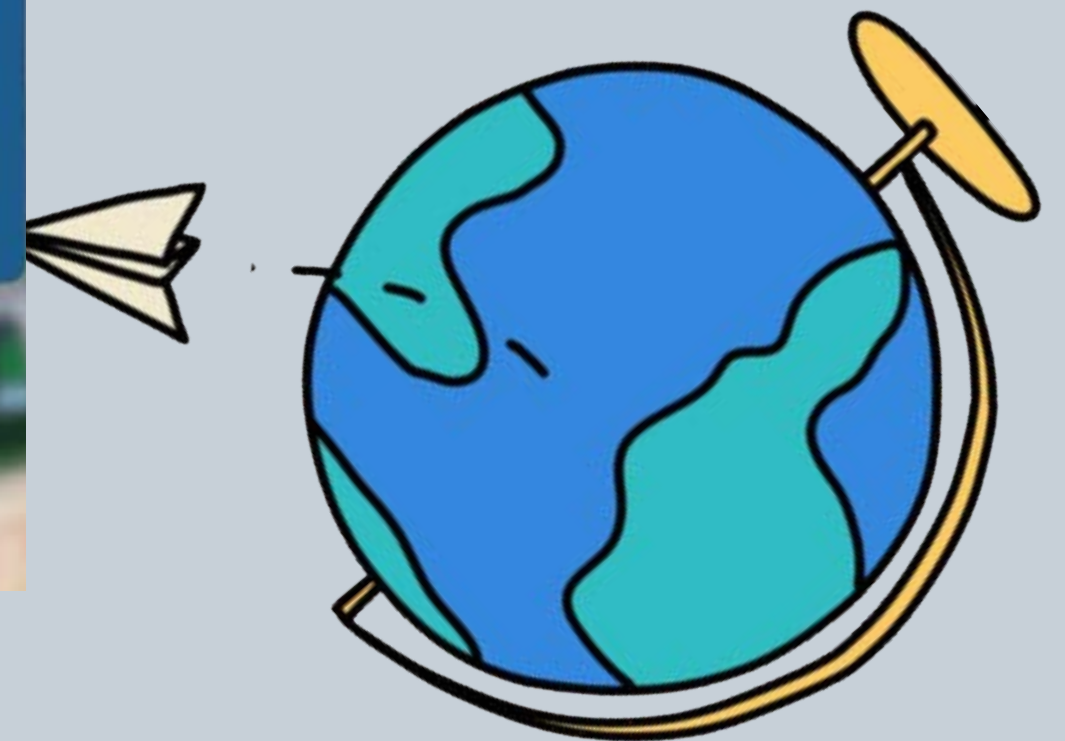
YSGOL GOED



FOREST SCHOOL



Cynnydd Disgyblion

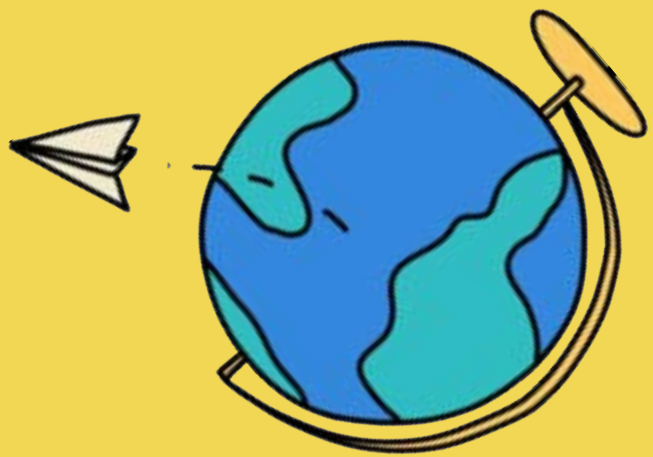


Pupil Progress

Additional learning needs (ALN)

Ysgol Yr Hendy recognises that all children have different needs, as all children are unique, but believe that collaborative working between parents, teachers and children is the key to ensuring all children have the best possible education.

Children who meet the criteria for having ALN will be supported by all members of teaching and pastoral staff in an environment that is arranged to enable them to access every learning opportunity.



The ALN aims of the school:

- To provide an inclusive, equitable learning environment for all children.
- To meet the needs of all pupils through high quality teaching, classroom organisation and differentiation.
- To have a robust and continually developing level of Universal Provision, which meets the needs of all learners.
- To have a wide range of effective Additional Learning Provision that is based on educational research.
- To ensure that all pupils can access to a broad and balanced curriculum.
- To ensure that early identification of a pupil's needs is made and appropriate interventions are put in place.
- To ensure that ALN pupils take as full a part as possible in all school activities.
- To use Person Centred Practices where the pupil, parents, school staff and outside support agencies are involved from the beginning in planning actions and ways forward to support pupils with ALN.
- To ensure that parents are given regular opportunities to be informed of their child's progress.
- To ensure that ALN pupils are involved, where practical, in decisions affecting their future ALN provision and that all decisions are in the best interests of the child.
- To work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc.



Anghenion dysgu ychwanegol (ADY)

Mae Ysgol Yr Hendy yn cydnabod bod gan bob plentyn anghenion gwahanol, gan fod pob plentyn yn unigryw, ond yn credu mai cydweithio rhwng rhieni, athrawon a phlant yw'r allwedd i sicrhau bod pob plentyn yn cael yr addysg orau bosibl.

Bydd plant sy'n bodloni'r meini prawf ar gyfer ADY yn cael eu cefnogi gan bob aelod o'r staff addysgu a bugeiliol mewn amgylchedd sydd wedi'i drefnu i'w galluogi i fanteisio ar bob cyfle dysgu.

Nodau ADY yr ysgol:



- * Darparu amgylchedd dysgu cynhwysol, teg i bob plentyn.
- * Diwallu anghenion pob disgybl trwy addysgu o ansawdd uchel, trefniadaeth ystafell ddosbarth a gwahaniaethu.
- * Bod â lefel gadarn o Ddarpariaeth Gyffredinol sy'n datblygu'n barhaus, sy'n bodloni anghenion pob dysgwr.
 - * Cael ystod eang o Ddarpariaeth Dysgu Ychwanegol effeithiol sy'n seiliedig ar ymchwil addysgol.
 - * Sicrhau bod pob disgybl yn gallu cael mynediad i gwricwlwm eang a chytbwys.
- * I sicrhau bod anghenion disgybl yn cael eu hadnabod yn gynnar a bod ymyriadau priodol yn cael eu rhoi ar waith.
 - * Sicrhau bod disgyblion ADY yn cymryd rhan mor llawn â phosibl yn holl weithgareddau'r ysgol.
- * Defnyddio Arferion sy'n Canolbwyntio ar yr Unigolyn lle mae'r disgybl, rhieni, staff yr ysgol ac asiantaethau cymorth allanol yn ymwneud o'r dechrau â chynllunio camau gweithredu a ffyrdd ymlaen i gefnogi disgyblion ag ADY.
 - * Sicrhau bod rhieni yn cael cyfleoedd rheolaidd i gael eu hysbysu am gynnydd eu plentyn.
- * Sicrhau bod disgyblion ADY yn cael eu cynnwys, lle bo'n ymarferol, mewn penderfyniadau sy'n effeithio ar eu darpariaeth ADY yn y dyfodol a bod pob penderfyniad er lles gorau'r plentyn.
 - * Gweithio mewn partneriaeth â rhieni, disgyblion ac asiantaethau eraill e.e. Seicolegydd Addysg, Therapyddion Lleferydd, Gweithwyr Cymdeithasol, Nyrs Ysgol ac ati.



MONITRO CYNNYDD DISGYBLION

Yn Ysgol Yr Hendy mae gennymystod o fesurau cadarn ar waith i sicrhau bod cynnydd plant ar draws y cwricwlwm yn cael ei fonitro.

Er mwyn sicrhau bod pob plentyn yn gwneud cymaint o gynnydd â phosibl, ar eu lefel nhw, rydym yn sicrhau ein bod yn:

Asesu cynnydd plant ym mhynciau'r cwricwlwm yn rheolaidd trwy ddefnyddio Incerts, gan ganiatáu i ni nodi bylchau yn nysgu plant.

Cynnal cyfarfodydd cynnydd disgyblion yn dymhorol gyda phob athro dosbarth, ynghyd â'r Tîm Asesu a'r Cydlynnydd ADY i fonitro cynnydd pob plentyn.

Monitro data cynnydd pob plentyn mewn categorïau gwahanol (eFSM, ADY, carfannau).

Defnyddio amrywiaeth o offer asesu i nodi cyrhaeddiad plant ac unrhyw feysydd o wendid.

Darparu ymyriadau priodol i blant lle mae oedi mewn sgiliau wedi'i nodi.

Monitro cynnydd plant trwy ymyriadau a bwydo hyn yn ôl i rieni mewn nosweithiau rhieni.

Cynnwys asiantaethau allanol i roi cymorth ar gyfer anghenion penodol plant.

At Ysgol Yr Hendy we have a range of robust measures in place to ensure that children's progress across the curriculum is monitored.

To ensure all children make as much progress as possible, at their level, we ensure we:

Ø Regularly assess children's progress in curriculum subjects by using Incerts, allowing us to identify gaps in children's learning.

Ø Hold termly pupil progress meetings with each class teacher, along with the Assessment Team and the ALNco to monitor the progress of every child.

Ø Monitor the progress data of all children in different categories (eFSM, ALN, cohorts).
Ø Use a range of assessment tools to identify children's attainment and any areas of weakness.

Ø Provide children with appropriate interventions where a delay in skills has been identified.
Ø Monitor children's progress through interventions and feed this back to parents at parent's evenings.

Ø Involve outside agencies to provide support for children's specific needs.

MONITORING PUPIL PROGRESS

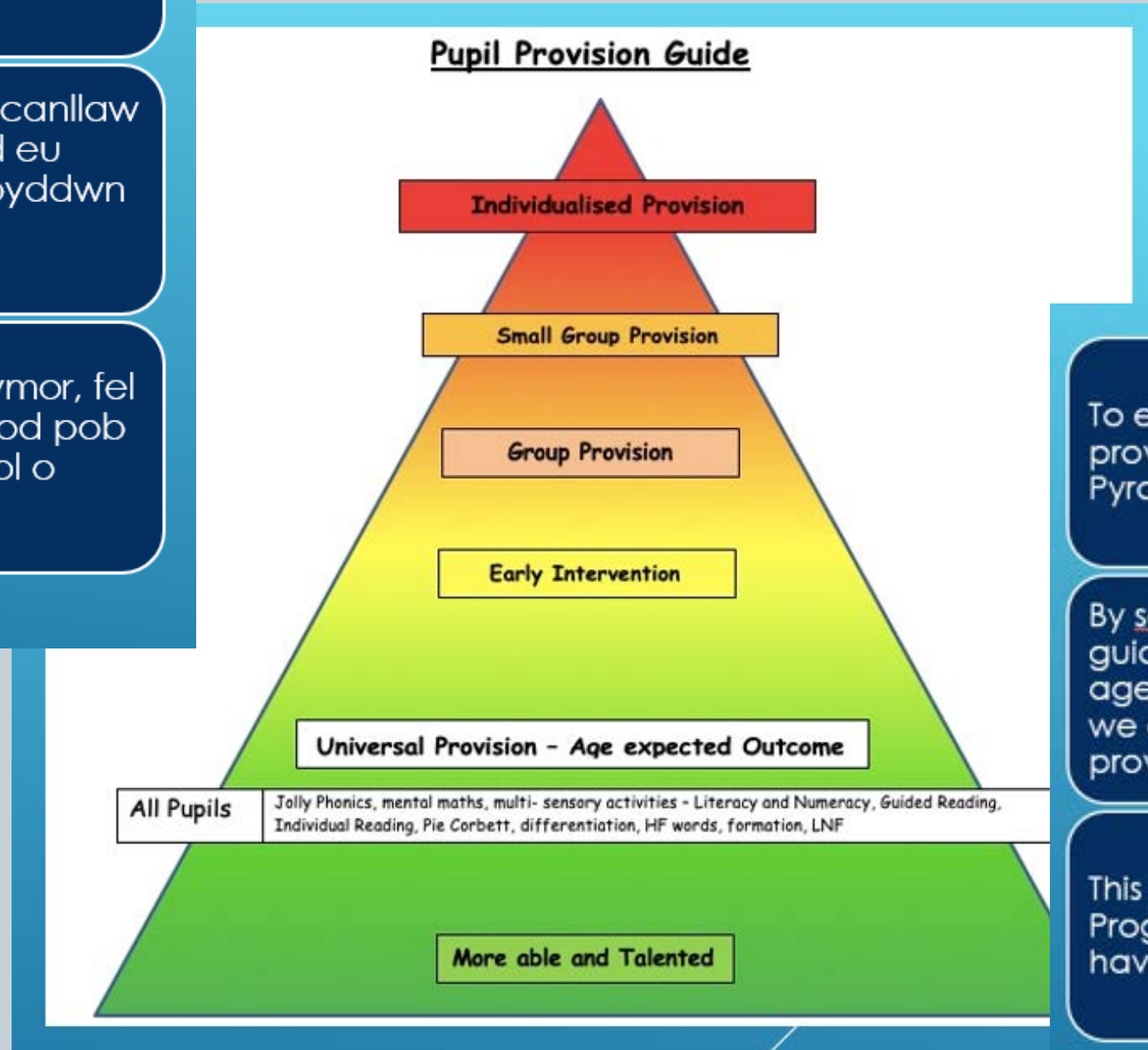
Mapping Provision

Er mwyn sicrhau bod holl anghenion plant yn cael eu diwallu, rydym yn mapio'r ddarpariaeth sydd ei hangen ar bob dosbarth trwy gwblhau Pyramidiau Darpariaeth.

Trwy graffu ar ddata cynnydd plant gan ddefnyddio canllaw cynnydd, rydym yn nodi plant nad ydynt yn cyrraedd eu lefelau/canlyniadau disgwyliedig yn ôl oedran. Yna byddwn yn edrych ar sut y gallwn eu cefnogi i gau'r bwlch cyrhaeddiad drwy ddarparu ymyriad priodol iddynt.

Mae'r ddarpariaeth hon yn cael ei diweddaru bob tymor, fel rhan o'r Cyfarfodydd Cynnydd Disgyblion, i sicrhau bod pob plentyn bob amser yn cael mynediad at y lefel briodol o ymyrraeth.

Mapio'r Ddarpariaeth



To ensure that all children's needs are met, we map the provision that every class needs by completing Provision Pyramids.

By scrutinising children's progress data using a progress guide, we identify children that are not meeting their age-expected levels/outcomes. We then look at how we can support them to close the attainment gap by providing them with an appropriate intervention.

This provision is updated termly, as part of the Pupil Progress Meetings, to ensure that all children always have access to the appropriate level of intervention.

PLANNING AND PREPARING FOR LEARNING

Our curriculum is designed to prepare our pupils with the skills needed to live successful and fulfilling lives. It provides pupils with opportunities to gain knowledge and skills in different areas of the curriculum, refine these skills developing their understanding and finally applying this knowledge and skills in different situations. As we have always strived to do as a school, every opportunity is used to develop the **whole learner** within **real life contexts** whether it be inside or outside the classroom.

The world our pupils are growing up in is becoming evermore digitalised. It is essential therefore that our curriculum gives them the opportunity to develop a broad understanding of how to succeed in an increasingly digital world. We follow a **digital competence framework (DCF)** developing digital skills across the curriculum, whilst preparing them for the opportunities and risks that an online world presents.

Teachers ensure that individual learners are planned for appropriately. Firstly, teachers plan to develop awareness of new skills, then they consolidate on these skills, supporting the needs of each child. Teachers then ensure that the pupils are secure in their understanding. The final step is to assess whether they have mastered these skills by applying them to different contexts. This process is completed within a **progression step** relevant to their need and may take up to three years to travel through the different stages from awareness to mastery.

Each AoLE has a number of **What Matters** statements, which ensure breadth. These are further broken down into **descriptions for learning ('I Can')** statements which sets out coverage of the fundamental key concepts of The Curriculum for Wales. within each area of learning.

As a guide to planning, the school has mapped out expectations of where we would expect children of differing abilities to be at the end of each year group. This will help teachers to plan for the individual needs of each child.

PS4	Emerging	Developing	Secure	Mastered	PS4	Emerging	Developing	Secure	Mastered	PS4	Emerging	Developing	Secure	Mastered	PS4	Emerging	Developing
Nursery					Nursery					Nursery					Nursery		
Reception					Reception					Reception					Reception		
Year 1					Year 1					Year 1					Year 1		
Year 2					Year 2					Year 2					Year 2		
Year 3					Year 3					Year 3					Year 3		
Year 4					Year 4					Year 4					Year 4		
Year 5					Year 5					Year 5					Year 5		
Year 6					Year 6					Year 6					Year 6		

CYNLLUNIO A PHARATOI AR GyFER Dysgu

Mae ein cwricwlwm wedi'i gynllunio i baratoi ein disgyblion gyda'r sgiliau sydd eu hangen i fyw bywydau llwyddiannus a boddhaus. Mae'n rhoi cyfleoedd i ddisgyblion ennill gwybodaeth a sgiliau mewn gwahanol feysydd o'r cwricwlwm, mireinio'r sgiliau hyn gan ddatblygu eu dealltwriaeth ac yn olaf cymhwyso'r wybodaeth a'r sgiliau hyn mewn gwahanol sefyllfaoedd. Fel yr ydym bob amser wedi ymdrechu i wneud fel ysgol, defnyddir pob cyfle i ddatblygu'r dysgwr cyfan o fewn cyd-destunau bywyd go iawn boed hynny y tu mewn neu'r tu allan i'r dosbarth.

Mae'r byd y mae ein disgyblion yn tyfu i fyny ynddo yn dod yn fwyfwy digidol. Mae'n hanfodol felly bod ein cwricwlwm yn rhoi'r cyfle iddynt ddatblygu dealltwriaeth eang o sut i lwyddo mewn byd cynyddol ddigidol. Rydym yn dilyn fframwaith cymhwysedd digidol (DCF) gan ddatblygu sgiliau digidol ar draws y cwricwlwm, tra'n eu paratoi ar gyfer y cyfleoedd a'r risgiau y mae byd ar-lein yn eu cyflwyno.

Mae athrawon yn sicrhau y cynllunnir yn briodol ar gyfer dysgwyr unigol. Yn gyntaf, mae athrawon yn cynllunio i ddatblygu ymwybyddiaeth o fedrau newydd, yna maent yn atgyfnerthu'r medrau hyn, gan gefnogi anghenion pob plentyn. Mae athrawon wedyn yn sicrhau bod y disgyblion yn sicr yn eu dealltwriaeth. Y cam olaf yw asesu a ydynt wedi meistroli'r sgiliau hyn trwy eu cymhwyso i wahanol gyd-destunau. Cwblheir y broses hon o fewn cam cynnydd sy'n berthnasol i'w hangen a gall gymryd hyd at dair blynedd i deithio trwy'r gwahanol gamau o ymwybyddiaeth i feistrolaeth.

Mae gan bob Maes Dysgu a Phrofiad nifer o ddatganiadau Beth sy'n Bwysig, sy'n sicrhau ehangder. Mae'r rhain wedi'u dadansoddi ymhellach yn ddatganiadau disgrifiadau ar gyfer dysgu ('Rwy'n Gallu') sy'n nodi'r sylw a roddir i gysyniadau allweddol sylfaenol Cwricwlwm i Gymru. o fewn pob maes dysgu.

Fel canllaw i gynllunio, mae'r ysgol wedi mapio'r disgwyliadau o ran ble y byddem yn disgwyl i blant o alluoedd gwahanol fod ar ddiwedd pob grŵp blwyddyn. Bydd hyn yn helpu athrawon i gynllunio ar gyfer anghenion unigol pob plentyn.

PSA	Emerging	Developing	Secure	Mastered	PSA	Emerging	Developing	Secure	Mastered	PSA	Emerging	Developing	Secure	Mastered	PSA	Emerging	Developing
Nursery					Nursery					Nursery					Nursery		
Reception					Reception					Reception					Reception		
Year 1					Year 1					Year 1					Year 1		
Year 2					Year 2					Year 2					Year 2		
Year 3					Year 3					Year 3					Year 3		
Year 4					Year 4					Year 4					Year 4		
Year 5					Year 5					Year 5					Year 5		
Year 6					Year 6					Year 6					Year 6		



Aseu

Mae gweithdrefnau aseu effeithiol yn rhan hanfodol o adnabod ein disgyblion. Mae'n ein helpu i ddeall cyrhaeddiad presennol pob plentyn, tra'n rhoi darlun clir i athrawon ar sut i gynllunio'r camau nesaf ar gyfer dysgwyr fel y gallant barhau ar eu taith addysgol.

Mae'r gweithdrefnau aseu hyn ar ffurf ffurfiannol a chrynodol eu natur, gan ystyried ystod o ddulliau i ganfod ble mae pob plentyn.

Rydyn ni'n rhoi adborth rheolaidd i'n plant ar eu dysgu fel eu bod nhw'n deall beth sydd angen iddyn nhw ei wneud yn well. Mae'r adborth hwn ar sawl ffurf, o'r ysgrifenedig i'r llafar, yn dibynnu ar y dasg a'r her. Mae hyn yn galluogi athrawon i gynllunio yn unol â hynny, gan ganolbwyntio ar yr hyn sydd ei angen i naill ai atgyfnerthu neu symud ymlaen â rhai sgiliau.

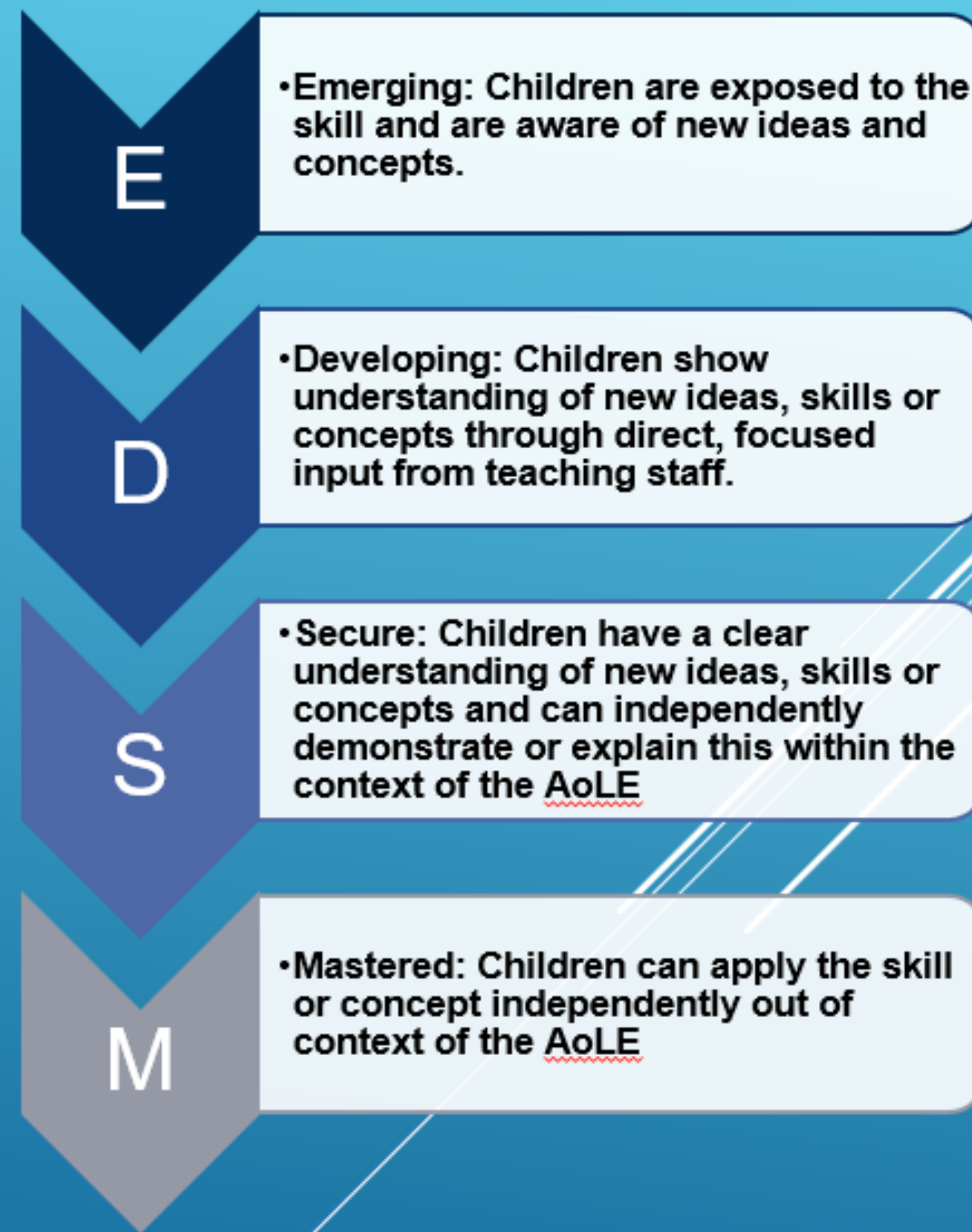
Derbynia'r rhieni adroddiadau tymhorol ar gynnydd eu plentyn. Mae hyn fel arfer ar ffurf nosweithiau rhieni wyneb yn wyneb yn ystod tymhorau'r Hydref a'r Gwanwyn, tra byddant yn derbyn adroddiad diwedd blwyddyn ysgrifenedig yn ystod tymor yr Haf.

Rydym yn gweithredu polisi drws agored yma yn Ysgol Yr Hendy lle mae rhyddid i rieni ofyn am ymgynghoriadau ffurfiol neu anffurfiol ar eu plant unrhyw bryd yn ystod y flwyddyn.

Er mwyn sicrhau bod ein gweithdrefnau aseu yn gadarn, rhaid iddo ddweud y canlynol wrthym:

- A all ein plant ddangos (yn ysgrifenedig, ar lafar, yn ymarferol ac ati) yr hyn y maent yn ei wybod a sut y maent yn ei wybod?
- A yw ein plant yn deall beth sydd angen iddynt ei wneud nesaf i wella eu gwaith neu i symud ymlaen i'r cam neu'r cam nesaf?
- A all athrawon gynllunio gwaith yn unol â hynny i adlewyrchu angen presennol pob plentyn o fewn pob Maes Dysgu a Phrofiad?
 - A yw athrawon yn gallu darparu gwybodaeth reolaidd i rieni sy'n eu galluogi i gefnogi dysgu eu plentyn?
 - A yw arweinwyr MDPH yn gwybod y cryfderau, y gwendidau a'r ffordd ymlaen ar gyfer eu maes?
- A all athrawon roi gwybodaeth i'r pennaeth a'r llywodraethwyr sy'n eu galluogi i lunio barnau am effeithiolrwydd yr ysgol.

To help the developmental process through each of the progressions of learning statements, we are currently working on the following model which shows how our children are progressing through each 'I can' statement





Assessment

Effective assessment procedures are an essential part of knowing our pupils. It helps us understand the current attainment of each child, whilst giving teachers a clear picture on how to plan the next steps for learners so they can continue their educational journey. These assessment procedures take on the form of both formative and summative in nature, taking into consideration a range of methods to ascertain where each child is.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. This feedback takes on many forms from written to oral, depending on the task and challenge. This allows teachers to plan accordingly, focussing on what is needed to either consolidate or move on with certain skills.

Parents receive termly reports on their child's progress. This usually takes the form of face-to-face parents' evenings during the Autumn and Spring terms, whilst they receive a written end of year report during the Summer term.

We operate an open-door policy here at Ysgol Yr Hendy where parents are free to ask for formal or informal consultations on their children anytime during the year.

To ensure that our assessment procedures are robust, it must tell us the following:

Can our children demonstrate (written, orally, practically etc.) what they know and how they know?

Do our children understand what they need to do next to improve their work or to progress to the next step or stage?

Can teachers plan work accordingly to reflect the current need of each child within each AoLE?

Are teachers able to provide regular information for parents that enable them to support their child's learning?

Do AoLE leads know the strengths, weaknesses and the way forward for their area?

Can teachers provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

I helpu'r broses ddatblygiadol trwy bob un o'r datganiadau dilyniant dysgu, rydym ar hyn o bryd yn gweithio ar y model canlynol sy'n dangos sut mae ein plant yn dod yn eu blaenau drwy bob datganiad 'Gallaf'.



independent Learning

Uchelgeisiol: ymgorffori
disgwyliadau uchel a pheidio
â gosod unrhyw derfynau
artiffisial ar gyflawniad a her
i bob plentyn a pherson ifanc
unigol

Grymuso: datblygu
cymwyseddau a fydd yn
galluogi pobl ifanc i
ymgysylltu'n hyderus â
heriau eu bywydau yn y
dyfodol



ambitious: embodying
high expectations and
setting no artificial limits
on achievement and
challenge for each
individual child and young
person

empowering: developing
competences which will
allow young people to
engage confidently with
the challenges of their
future lives

Dysgu Annibynnol

Mae athrawon yn cynllunio ac yn paratoi dysgu gyda dealltwriaeth glir o addysgeg.

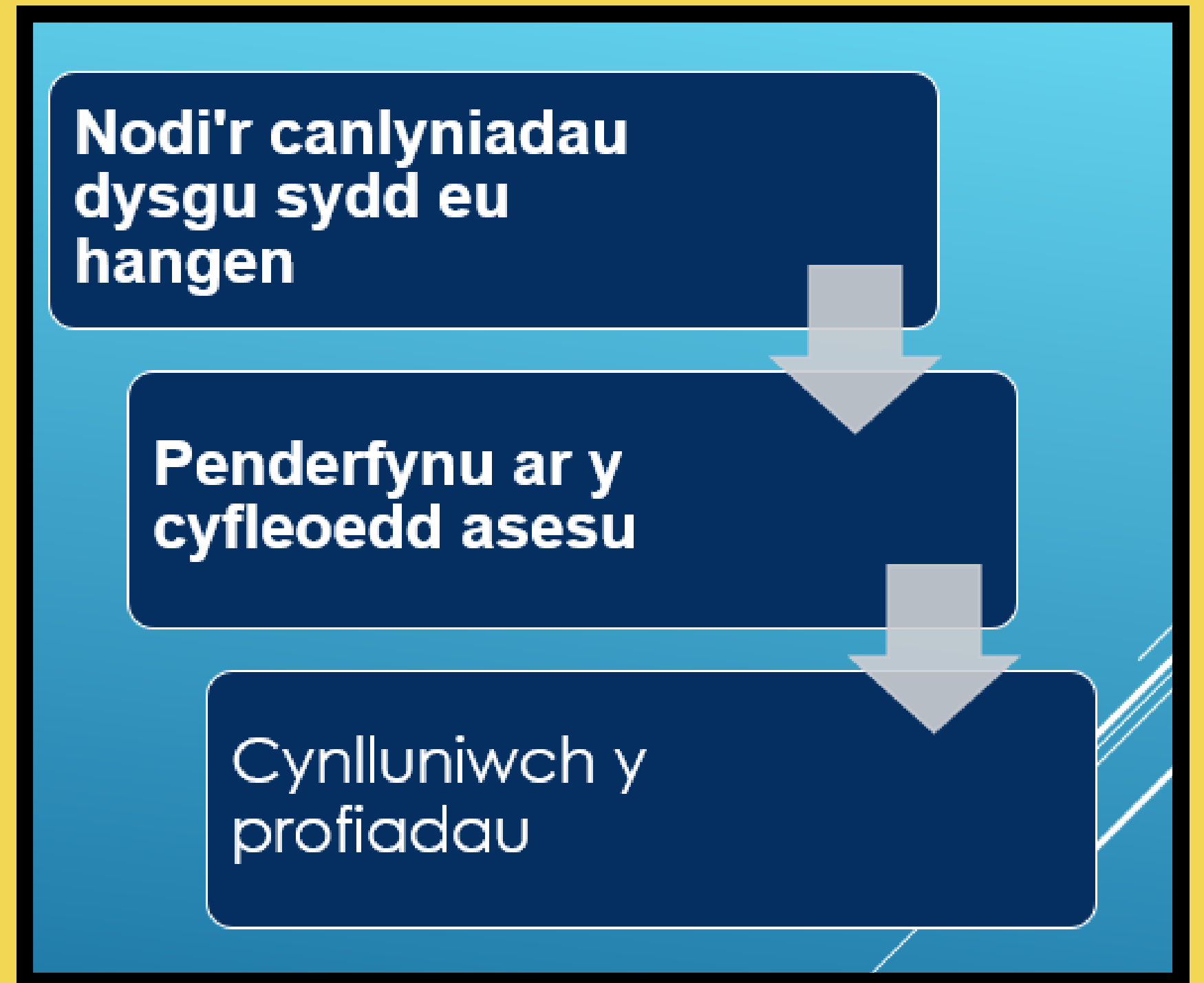
O fewn unrhyw wers benodol, mae oedolion yn ystyried eu dewis o ddulliau yng ngoleuni pwrpas y dysgu. Mae hyn yn cynnwys cyfuniad yr athrawon o wybodaeth ddamcaniaethol ac ymarferol, gan benderfynu ar y ffordd orau i hyrwyddo dysgu effeithiol.

Ystyrir y dull hwn fel y “model cynllunio yn ôl” sy'n symud oddi wrth y model cynllunio traddodiadol oddi wrth gynnwys.

“Nid dyna beth ydw i'n mynd i'w ddysgu heddiw, ond beth sydd ei angen ar fy nisgyblion heddiw!”

Graham Donaldson

Cynllunio yn ôl



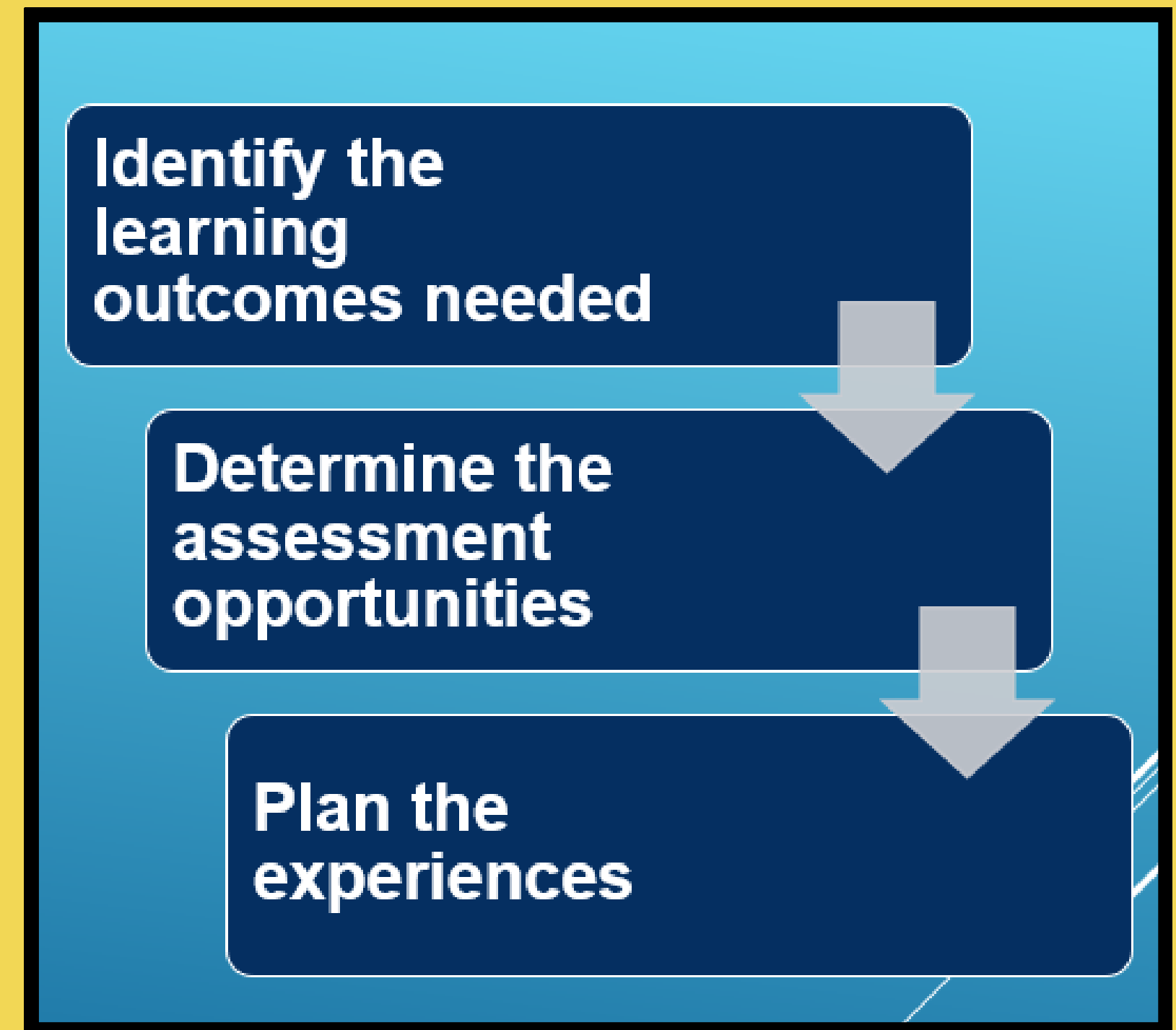
Teachers plan and prepare learning with a clear understanding of pedagogy.

Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning.

This approach is regarded as the “backwards model of planning” which moves away from the traditional model of planning from content.

“It's not what am I going to teach today, it's what do my pupils need today!” Graham Donaldson

Backward Planning



ANNIBYNIAETH A RHYNGDDIBYNIAETH

Iaith ar Daith

Meddyliwch nôl
at stori Rama
a Sita. Ydych
chi'n cofio'r stori?



	Trefnwch gyfres o luniau a brawddegau
	Cyfatebwch brawddeg gyda llun ag yna trefnwch.
	Trefnwch y lluniau ac ysgrifennwch brawddegau sy'n cyfateb.



sawl plentyn?



Rhoddir

cyfleoedd i ddatblygu annibyniaeth a rhyngd
dibyniaeth disgyblion,
yn ystod eu cyfnod yn yr Hendy.

Mae plant yn cael eu hamlygu i ddechrau i
sgiliau newydd y maent yn dibynnu ar
fewnbwn a chefnogaeth

Dibynnuol

dibynnu ar eraill i ofalu
amdanom a dweud
wrthym beth i'w wneud
nesaf i gyflawni tasg

Annibynnuol

gofalu amdanom ein hunain
a gwneud penderfyniadau
a dewisiadau synhwyrol i
gwblhau tasg

Rhyngddibyniaeth

cydweithio ag eraill i wneud
penderfyniadau a
dewisiadau ar y cyd i
gwblhau tasg

Mae ein hagwedd tasg gyfoethog yn rhoi cyfleoedd i ddisgyblion gymhwyso
sgiliau arwahanol a addysgir mewn gwahanol gyd-destunau.

Prif ffocws ein Diwrnodau Her Cosmig / Chili yw annibyniaeth ac i sicrhau bod
gan y plant berchnogaeth dros eu dysgu a lefel yr her y maent yn ceisio arni,
gan ddatblygu Meddylfryd Twf

independence and interdependence

Iaith ar Daith

Meddyliwch nôl
at stori Rama
a Sita. Ydych
chi'n cofio'r stori?



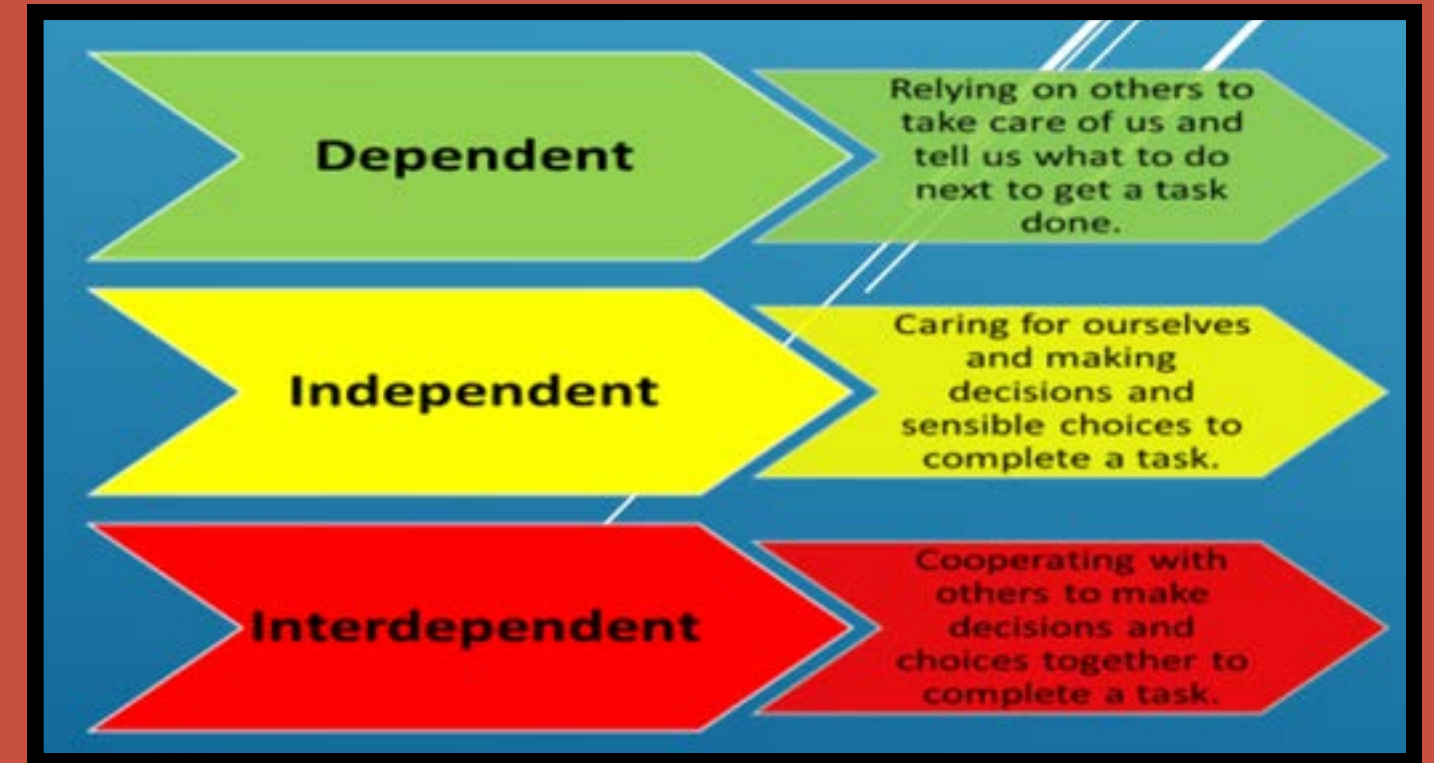
	Trefnwch gyfres o luniau a brawddegau
	Cyfatebwch brawddeg gyda llun ag yna trefnwch.
	Trefnwch y lluniau ac ysgrifennwch brawddegau sy'n cyfateb.



sawl plentyn?



Opportunities are given to develop pupils' independence and interdependence, throughout their time in Pontarddulais. Children are initially exposed to new skills they are dependent on input and support. This approach encourages them towards interdependence as skills are consolidated, understood and applied through a rich task approach and challenges.



Knowledge, skills and experiences are re-visited over time to enable mastery of these skills so that they can be applied in real life contexts.

Our rich task approach provides opportunities for pupils to apply discrete skills taught in different contexts.

The primary focus of our Cosmic / Chili Challenge Days is independence and to ensure the children have ownership over their learning and the level of challenge they attempt, developing a Growth Mindset

Mae meddylfryd twf yn ystyried deallusrwydd a thalent fel rhinweddau y gellir eu datblygu dros amser.

Meddylfryd sefydlog: yn y meddylfryd hwn, mae pobl yn credu bod eu deallusrwydd yn sefydlog a statig.

Meddylfryd twf: yn y meddylfryd hwn, mae pobl yn credu y gellir gwella deallusrwydd a thalentau trwy ymdrech a dysgu.

Mae meddylfryd twf hefyd yn cydnabod bod rhwystrau yn rhan angenrheidiol o'r broses ddysgu ac yn galluogi pobl i 'fownsio'n ôl' drwy gynyddu ymdrech ysgogol.

Mae'r math hwn o feddylfryd yn gweld 'methiannau' yn rhai dros dro a chyfnewidiol, ac o'r herwydd, mae meddylfryd twf yn hanfodol ar gyfer dysgu, gwydnwch, cymhelliant a pherfformiad. Mae'r rhai sy'n mabwysiadu meddylfryd twf yn fwy tebygol o:



**MAE EIN GWAITH AR
MEDDYLFRYD
TWf/MEDDYLGARWCH YN YR
HENDY YN SEILIEDIG AR
DYSTIOLAETH AC YN CAEL EI
LYWIO GAN
YMCHWIL/DISGYBLION.**

MEDDYLFRYD

TWF

PWYSIGRWYDD Y 'DIM ETO!'

- Cofleidio dysgu gydol oes
- Credu y gellir gwella deallusrwydd
- Rhowch fwy o ymdrech i ddysgu
- Credu bod ymdrech yn arwain at feistrolaeth - - -
Credu mai dim ond rhwystrau dros dro yw methiannau
- Gweld adborth fel ffynhonnell wybodaeth
- Yn croesawu heriau yn fodlon
- Gweld llwyddiant eraill fel ffynhonnell ysbrydoliaeth
- Gweld adborth fel cyfle i ddysgu

- A growth mindset views intelligence and talent as qualities that can be developed over time.
- A fixed mindset: in this mindset, people believe that their intelligence is fixed and static.
- A growth mindset: in this mindset, people believe that intelligence and talents can be improved through effort and learning.
- A growth mindset also recognizes that setbacks are a necessary part of the learning process and allows people to 'bounce back' by increasing motivational effort.
- This kind of mindset sees 'failings' as temporary and changeable, and as such, a growth mindset is crucial for learning, resilience, motivation, and performance.

Those who adopt a growth mindset are more likely to:

GROWTH MINDSET

THE POWER OF 'YET'!

- Embrace lifelong learning
- Believe intelligence can be improved
 - Put in more effort to learn
- Believe effort leads to mastery
- Believe failures are just temporary setbacks
- View feedback as a source of information
 - Willingly embraces challenges
- View others' success as a source of inspiration
 - View feedback as an opportunity to learn



OUR WORK ON GROWTH
MINDSET/MINDFULNESS AT
YSGOL YR HENDY IS
EVIDENCED BASED AND IS
RESEARCH/PUPIL
INFORMED.



Adborth i ddysgwyr

Yn yr Hendy, credwn y dylai pob plentyn gael ei herio'n briodol er mwyn cyrraedd ei wir botensial. Fodd bynnag, mae athrawon yn ymwybodol bod yn rhaid i bob plentyn deithio drwy'r model EDSM a bod yn rhaid i heriau fod yn unigol ac nid yn fodel 'ffit orau' yn unig.

Rhaid i adborth athrawon i ddisgyblion, boed yn ysgrifenedig neu ar lafar, fod yn glir, gan sicrhau bod disgyblion yn deall eu camau nesaf, a/neu beth sydd angen iddynt ei wneud nesaf i wella eu gwaith. Mae gan yr ysgol Bolisi Adborth cadarn sy'n rhoi dull cyson, ond blaengar i'r holl staff o roi adborth i ddisgyblion. Bydd adborth ysgrifenedig a llafar effeithiol yn:

- * Canolbwyntiwrch yr ymateb ar yr Amcan Dysgu sydd angen ei rannu gyda'r plant ar ddechrau pob sesiwn;

- * Darparu arweiniad i alluogi cynnydd pan fo'n briodol;

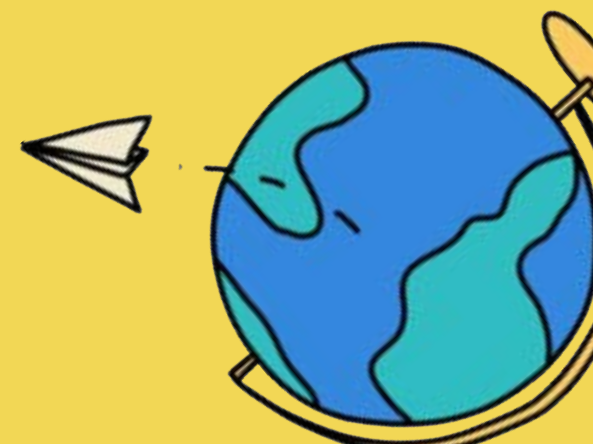
- * Cymryd agwedd gadarnhaol, gan roi cydnabyddiaeth a chlod priodol am gyflawniad dwyieithog;

- * Cefnogi dysgwyr i gau'r bwlch rhwng yr hyn y gallent ei wneud a'r hyn yr ydym am iddynt allu ei gyflawni; * Galluogi athrawon i addasu cynllunio ar gyfer y dyfodol a gosod targedau;

- * Rhowch amser i'r plant fyfyrrio ar adborth;

- * Annog ac addysgu plant i hunanasesu ac asesu cyfoedion lle bo'n briodol;

- * Codi hunan-barch disgyblion;





Feedback to learners

In Ysgol Yr Hendy we believe that all children should be appropriately challenged in order to reach their true potential.

Teachers are aware however that each child must travel through the EDSM model and that challenges must be individualised and not just a 'best-fit' model.

Teachers' feedback to pupils, whether it be written or verbal, must be clear, ensuring that pupils understand their next steps, and/or what they need to do next to improve their work.

The school has a robust Feedback Policy providing all staff with a consistent, yet progressive approach to feedback to pupils. Both written and verbal effective feedback will:

- Focus the response on the Learning Objective that needs to be shared with the children at the start of each session;

- Provide guidance to enable progress when appropriate;

- Take a positive approach, giving appropriate recognition and credit for achievement bilingually;

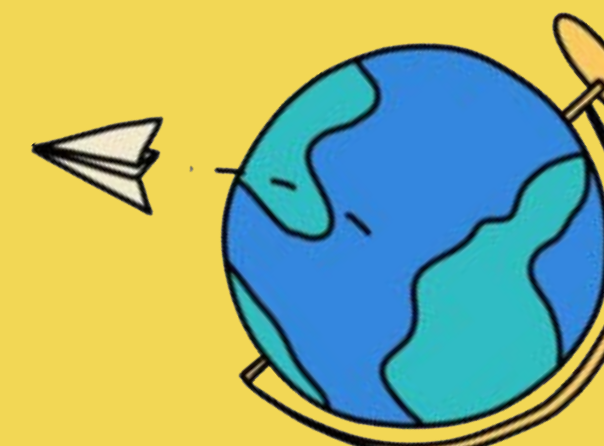
- Support learners in closing the gap between what they could do and what we want them to be able to achieve;

- Enable teachers to adapt future planning and set targets;

- Allow children time to reflect on feedback;

- Encourage and teach children to self-assess and peer assess where appropriate;

- Raise pupils' self-esteem;



GWYBODAETH BELLACH ...



FURTHER INFORMATION

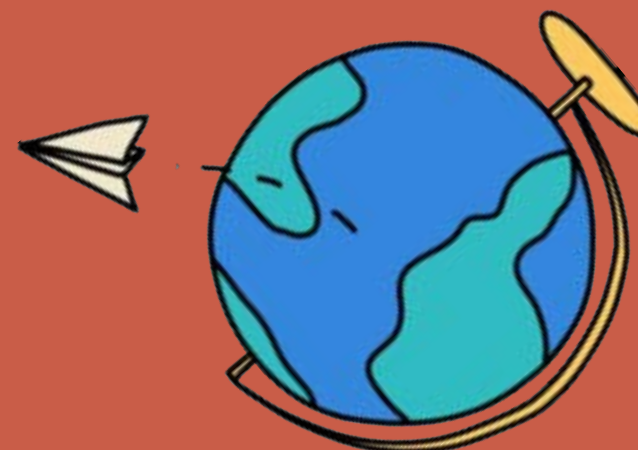
MAE POPETH SYDD
ANGEN I CHI EI
WYBOD AM EIN
CWRICWLWM, A
MWY, I'W WELD AR
EIN GWEFAN.



EVERYTHING YOU
NEED TO KNOW
ABOUT OUR
CURRICULUM, AND
MORE, CAN BE
FOUND ON OUR
WEBSITE.

www.ysgolyrhendy.org.uk

Mae gennym adran benodol ar y cwricwlwm ar
ein gwefan sy'n cael ei diweddarau'n rheolaidd.
Yma ceuoch wybodaeth am y chwe maes dysgu
a phrofiad, a meysydd eraill o gwricwlwm
Cymru. I gael mynediad i'r dudalen hon
defnyddiwch y ddolen isod



We have a dedicated curriculum section on our website
which is updated regularly. Here you will find information
on the six areas of learning and experience, and other
areas of the curriculum for Wales. To access this page use
the link below.