

## Mesurau atebolrwydd yn y dyfodol a diweddariad ar ddatblygiadau'r cwricwlwm /

### ***Future Accountability Measures and an update on Curriculum Developments***

#### **Cardiff LA CYP Scrutiny**

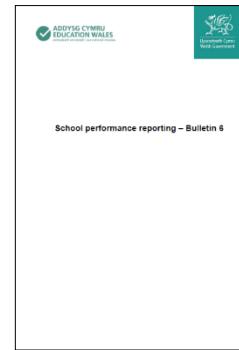
**12-03-19**

#### **Future accountability measures**

##### **1. WG Bulletin 6 February 2019**

Please see below the main information related to the published KS4 performance measures for Summer 2019:

- The headline performance measures that Welsh Government will publish are:
  - ✓ The Capped 9 points measure
  - ✓ Literacy measure
  - ✓ Numeracy measure
  - ✓ Science measure
  - ✓ Welsh Baccalaureate Skills Challenge Certificate measure



All measures will be points based rather than the percentage of pupils attaining a minimum level.

- ✓ Literacy measure: average of the scores for all individuals in the cohort. Best grade from any of literature or first language Welsh or English GCSEs.
- ✓ Numeracy measure: average of the scores for all individuals in the cohort. Best grade from Mathematics-Numeracy or Mathematics GCSEs.
- ✓ Science measure: average of the scores for all individuals in the cohort. Best grade from a science GCSE (currently limited to awards in the WJEC suite for science GCSE qualifications: biology, chemistry, physics, science (double award), applied science (double award) and applied science (single award)). If a pupil has sat double award, then the better of the two grades will count towards the science measure.

Where a pupil has multiple awards for any of the qualifications that contribute to the individual measures above, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade.

- ✓ Capped 9 points score: average of the scores for all individuals in the cohort. Best grades awarded to a volume of nine GCSEs or equivalent qualifications, where three of the nine slots require the award of specific subjects and qualifications to contribute any points. These three slots require specified qualifications in literacy, numeracy and science (as detailed above). The remaining six slots will be awarded for their best six qualifications, other than those already contributing to the subject-specific areas. No qualification can contribute more than 2 GCSEs in equivalence for these six areas, but there is no limit

on the number of non-GCSE qualifications that constitute the best six qualifications. The Welsh Baccalaureate Skills Challenge Certificate qualification will count towards the non-subject-specific slots if it features in the best six qualifications for this part of the measure.

If a pupil has sat Double Science, then the grades for this subject will be treated as two separate awards, and the lower of the two grades can count towards the non-subject-specific element of this measure, if it is one of the best six qualifying subjects for this measure.

#### Capped points score (New 2019) = 9 “BEST” qualifications:

- Literacy: GCSE Welsh Language **or** Literature **or** English Language **or** Literature
- Numeracy: GCSE Mathematics **or** GCSE Mathematics (Numeracy)
- Science: 1 best GCSE Science
- 6 best other qualifications (highest grades) for each learner (*GCSE, Vocational or Skills Challenge Certificate (core of National Welsh Baccalaureate)*).
  - ✓ Welsh Baccalaureate Skills Challenge Certificate: average of the scores for all individuals in the cohort. Average score for either the Foundation (Level 1) or National (Level 2) award.

Qualifications that are valid can be viewed on the QiW database ([www.qiw.wales](http://www.qiw.wales)).

- Schools should offer a balanced and broad curriculum that is appropriate to the needs of the pupil, with an expectation that most pupils have an opportunity to study Welsh/English language and literature, both Maths-Numeracy and Mathematics and either double award GCSE science or three separate science GCSEs. Learner choices should not be dictated by performance measures and the best interest of the learner must be the main factor for qualification choices.
- Year 11 pupils will be the cohort used for the basis of these performance measures. WG is looking at the accuracy of the year groups data and possible additional system checks may be needed to ensure this information is reliable. WG are looking to see what further actions can be taken to ensure that pupils are only placed out of their expected year group, where appropriate.
- Welsh Government will also provide schools with the following information for 2019, to assist schools with monitoring progress to targets:
  - ✓ Level 1 Threshold
  - ✓ Level 2 Threshold inc EWM (inc. Literature)
  - ✓ Level 2 Threshold inc EWM (exl. Literature)

## 2. Draft Evaluation and Improvement Arrangements February 2019

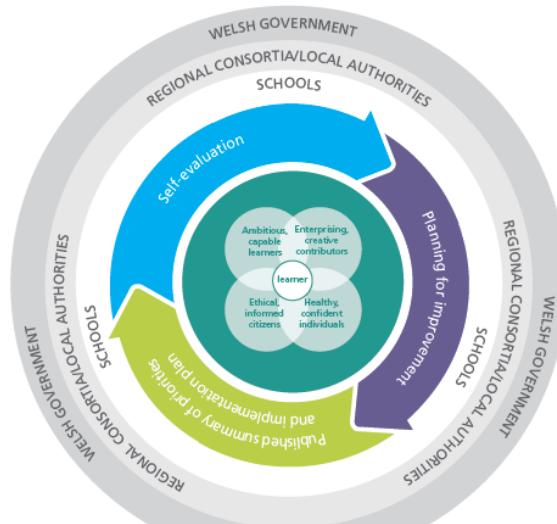
### Draft evaluation and improvement (accountability) arrangements for Wales

#### Overview of arrangements

These new arrangements will help bring about the cultural change needed to support the realisation of the new curriculum. At their heart is robust and continuous self-evaluation for all tiers of the education system, along with professional dialogue to support learning and improvement, embed collaboration, build trust, drive self-improvement, and raise standards for all our learners.



#### Evaluation and improvement cycle

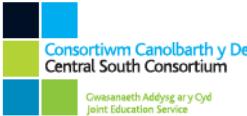


Schools	Local authorities and Regional consortia	Welsh Government
<b>Self-evaluation</b>	Self-evaluate using the national self-evaluation for improvement toolkit to help schools identify their strengths and priorities for improvement, using a range of qualitative and quantitative data.	Self-evaluate against Our national mission priorities, corporate and strategic school improvement objectives, the delivery and quality of education, and agreed grant funding success criteria.
<b>Planning for improvement</b>	Outcomes of the self-evaluation process to inform the school development plan.	Outcome of the self-evaluation process to inform the local authorities, corporate planning arrangements.
<b>Published summary of priorities and implementation plan</b>	Implementation and support taken forward with peer engagement. School development plan priorities published.	Outcome of the self-evaluation process to inform the regional consortia business plan - agreed by the Joint Committee.
<b>Authentication</b>	Regional consortia to authenticate the self-evaluation demonstrating it is a true and genuine reflection of the school's strengths and areas for development.	Challenge and review with Welsh Government. Council internal arrangements for engagement and governance.
<b>Inspection and advice</b>	Validation through inspection and regulation.	Challenge and review with Welsh Government. Joint Committee engagement.
		Feedback from stakeholders. National and international peer review.
		Democratic scrutiny from the National Assembly for Wales.

Principles: Fair | Coherent | Proportionate | Transparent

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## New Curriculum Developments

 <p><b>We must focus all effort on doing what is right in each individual school. We must recognise the individual needs of each school.</b></p>			
<h3>Reform on a Page</h3> <p>ALL EDUCATION REFORMS = ONE REFORM Securing the highest standards in <b>LEARNING</b> for all children in Wales.</p>			
What Is It?	Why Is It Changing?	What does that mean for schools?	What should schools do?
<b>A new curriculum for Wales</b>	'The curriculum ... has become overloaded, complicated and, in parts, outdated. Assessment arrangements are not making the contribution they should to improving learning.' <i>Successful Futures</i>	The new Curriculum is organised into six Areas of Learning and Experience. Achievement Outcomes and Progression Steps will allow teachers to <b>plan learning experiences that best meet the needs of learners</b> and allow all pupils to realise their potential.	Engage with the draft curriculum when it is released in April 2019.  Stay up to date with curriculum developments via the Welsh Government blog.
<b>A new national approach to Professional Learning (NAPL)</b>	There is too much variability in professional learning for teachers. All teachers have a right to high quality professional learning throughout their career.	Teachers and leaders should ensure that professional learning activities are chosen in line with school need in order that they have an <b>impact on learners</b> .	Ensure professional learning activities are in line with school improvement priorities.  Evaluate the short, medium and long term impact of professional learning on learners.
<b>The establishment of the National Academy for Educational Leadership</b>	There is too much variability in professional learning for leadership. All practitioners have a right to high quality professional learning throughout their career.	All leaders should receive regular and career long quality professional learning experiences. Leadership is the most powerful tool in driving activity that will have a <b>positive impact on learners</b> .	Ensure all leaders receive regular and high quality training.  Evaluate the short, medium and long term impact of professional learning on learners.
<b>An Increase in school to school working</b>	'Change will come from a shift in behaviours and a culture of collaboration, innovation and evidence based enquiry. Schools, which present themselves as evidence informed places of good practice, are likely to attract high quality professionals and retain excellent staff who can continue to develop, maintain and deepen the excellent practices and continue the school's successes.' <i>Dr. Chris Brown The Self-Improving School System or a System of Self-Improving Schools? 2016</i>	The Central South Wales Challenge (CSWC) is based on improvement being driven for schools by schools. Professional learning activities available in the region are facilitated through this using SIGs, hubs, school partnerships, peer enquiry and clusters. A variety of professional learning and support activities that focus on <b>improving learning and teaching</b> are available through this model.	Engage in the professional learning activities that meet school needs using the CSWC.  Access and support high quality professional learning activities through the CSWC model.
<b>ALN reform and a focus on Equity and Wellbeing</b>	'We are determined to deliver a fully inclusive education system for learners in Wales. A system where needs are identified early and addressed quickly, and where all learners are supported to reach their potential. Overall the academic attainment of learners with SEN is poor compared to the rest of the learner population. Under the new system, planning will be flexible and responsive, our professionals will be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning, and the learner will be at the centre of everything we do.' <i>WG ALN Transformation Programme</i>	The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act) makes provision for a new statutory framework for supporting children and young people with ALN. It is expected that the new system will go live from September 2020 and the current system totally phased out by August 2023. Professional learning activities focused on <b>high quality learning and teaching</b> and effective leadership of ALN are facilitated regionally by the ALN transformational lead.	Engage with ALN professional learning activities.  Evaluate the short, medium and long term impact of professional learning on learners.
<b>New Professional Standards for Teaching and Leadership</b>	New standards are critical to achieving the Welsh Government's vision for education in Wales and they have been developed to reflect the reforms in initial teacher education (ITE), a new curriculum, an evolving qualifications framework and the launch of the National Academy for Educational Leadership.	Professional standards are intended to set clear expectations about effective practice during a practitioner's career; enable practitioners to reflect on their practice, individually and collectively, against nationally agreed standards of <b>effective practice in learning and teaching</b> and affirm and celebrate their successes and support practitioners to identify areas for further professional development.	Ensure all staff in school have engaged with the professional standards for teaching and leadership.  Engage with any regional and national updates on professional standards.
<b>Schools to be re-conceptualised as Learning Organisations</b>	Schools who are learning organisations can effectively target their own improvement areas and make decisions that are evidence informed about what will best impact on learners.	Schools as learning organisations is a change framework written under seven dimensions. It supports schools to evaluate and develop their culture and climate along with their systems and processes to <b>promote effective teaching and learning</b> through highly effective self-evaluation and improvement.	Ensure all staff in school are familiar with the seven dimensions of SLO.  Engage with Consortium training events on SLO.  Complete the WG SLO survey when it is received.

### Cardiff Readiness Tool Analysis January 2019

- The readiness tool focuses on 6 key pillars (Pedagogy, Innovating Learning Experiences, Professional Learning, Language and Culture, Assessment and Relationships and Wellbeing)
- Schools have self-assessed their readiness against these pillars via a series of sub criteria within each pillar, categorising themselves as either : Focusing (1), Developing (2) Enabling (3) or Enhancing (4)
- The tool has been designed to facilitate change within the pillars across individual schools
- Aim for all CSC schools to at least be at the developing stage by end of Spring Term 2019 in readiness for the publication of the draft new curriculum in April 2019
- Please see overleaf for comparison of initial baseline and current submissions.

Main Summary all Submissions	INDEX	1	2	3	4	0
	Initial Baseline Submission (Jan 2018)					Not answered %
		Focusing %	Developing %	Enabling %	Enhancing %	
Pedagogy	Cardiff	24	48	22	4	1
	CSC	23	48	23	4	1
Innovating and Learning Experiences	Cardiff	29	50	16	4	1
	CSC	28	48	18	4	1
Leading and Collaborative Professional Learning	Cardiff	36	42	15	5	2
	CSC	35	43	16	4	1
Language and Culture	Cardiff	33	40	15	9	3
	CSC	28	43	18	8	2
Assessment and Progress	Cardiff	25	59	11	3	2
	CSC	25	58	13	2	2
Relationships and Wellbeing	Cardiff	34	44	14	6	2
	CSC	32	43	17	6	2

Main Summary all Submissions	INDEX	1	2	3	4	0
	Current Submission (Jan 2019)					Not answered %
		Focusing %	Developing %	Enabling %	Enhancing %	
Pedagogy	Cardiff	16	45	34	5	0
	CSC	14	48	33	5	0
Innovating and Learning Experiences	Cardiff	19	44	31	4	1
	CSC	18	47	31	4	0
Leading and Collaborative Professional Learning	Cardiff	22	44	28	6	1
	CSC	20	47	27	6	0
Language and Culture	Cardiff	22	44	21	9	4
	CSC	19	47	24	9	2
Assessment and Progress	Cardiff	19	55	24	2	1
	CSC	17	59	22	1	0
Relationships and Wellbeing	Cardiff	24	41	28	7	1
	CSC	22	45	26	6	1

## Mesurau Atebolrwydd yn y dyfodol

### 1. LLC Bwletin 6 Chweffor 2019

Gweler isod y Prif wybodaeth sy'n ymwneud â mesurau perfformiad KS4 a gyhoeddwyd ar gyfer haf 2019:

- Y prif fesurau perfformiad y bydd Llywodraeth Cymru yn eu cyhoeddi yw:
  - ✓ Mesur pwyntiau 9 gorau wedi'i gapio
  - ✓ Mesur llythrennedd
  - ✓ Mesur rhifedd
  - ✓ Mesur Gwyddoniaeth
  - ✓ Mesur Tystysgrif Her Sgiliau Bagloriaeth Cymru

Bydd pob Mesur yn seiliedig ar bwyntiau yn hytrach na chanran y disgyblion sy'n cyrraedd lefel sylfaenol.

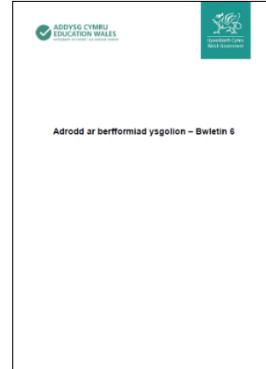
- ✓ Mesur llythrennedd: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Gradd orau o unrhyw un o'r llenyddiaeth neu'r TGAU Cymraeg neu Saesneg iaith gyntaf.
- ✓ Mesur rhifedd: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Gradd orau o TGAU mathemateg-rhifedd neu fathemateg.
- ✓ Mesur Gwyddoniaeth: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Gradd orau o TGAU Gwyddoniaeth (sydd ar hyn o bryd yn gyfyngedig i ddyfarniadau yn ystafell CBAC ar gyfer cymwysterau TGAU Gwyddoniaeth: Bioleg, cemeg, ffiseg, Gwyddoniaeth (dyfarniad dwbl), gwyddoniaeth gymhwysol (Dwyradd) a gwyddoniaeth gymhwysol (dyfarniad sengl)). Os yw disgybl wedi sefyll dyfarniad dwbl, yna bydd y gorau o'r ddwy radd yn cyfrif tuag at y Mesur gwyddoniaeth.

Os oes gan ddisgybl sawl dyfarniad ar gyfer unrhyw un o'r cymwysterau sy'n cyfrannu at y mesurau unigol uchod, dim ond y canlyniad ar gyfer dyfarnu'n gyflawn am y cymhwyster hwnnw fydd yn cael ei ystyried wrth bennu'r radd orau.

- ✓ sgôr pwyntiau 9 gorau wedi'i gapio: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Mae'r graddau gorau a ddyfarnwyd i gyfaint o naw TGAU neu cymwysterau cyfwerth, lle mae tri o'r naw slot yn gofyn am gael ennill pynciau a chymwysterau penodol i gyfrannu unrhyw bwyntiau. Mae angen cymwysterau penodol mewn llythrennedd, rhifedd a Gwyddoniaeth ar gyfer y tri slot hyn (fel y manylir uchod). Bydd y chwe slot sy'n weddill yn cael eu dyfarnu am eu chwe chymhwyster gorau, ar wahân i'r rhai sydd eisoes yn cyfrannu at y meysydd pwnc-benodol. Ni all unrhyw gymhwyster gyfrannu mwy na 2 TGAU mewn cyfatebiaeth ar gyfer y chwe maes hyn, ond nid oes cyfyngiad ar nifer y cymwysterau nad ydynt yn rhai TGAU sy'n ffurfio'r chwe chymhwyster gorau.

Bydd cymhwyster Tystysgrif Her Sgiliau Bagloriaeth Cymru yn cyfrif tuag at y slotiau nad ydynt yn benodol i bwnc os yw'n ymddangos yn y chwe chymhwyster gorau ar gyfer y rhan hon o'r mesur.

Os yw disgybl wedi sefyll gwyddoniaeth ddwbl, yna caiff y graddau ar gyfer y pwnc hwn eu trin fel dwy wobr ar wahân, a gall yr isaf o'r ddwy radd gyfrif tuag at elfen nad



yw'n benodol i bwnc y mesur hwn, os yw'n un o'r chwe phwnc cymhwysedd gorau ar gyfer y Mesur hwn .

### Sgôr pwyntiau wedi'i gapio (Newydd 2019) = 9 cymhwyster "GORAU":

- Llythrenedd: TGAU Cymraeg iaith neu Cymraeg Llenyddiaeth neu Saesneg iaith neu Saesneg Llenyddiaeth
- Rhifedd: TGAU Mathemateg neu TGAU Mathemateg (Rhifedd)
- Gwyddoniaeth: 1 cymhwyster TGAU Gwyddoniaeth gorau
- 6 cymhwyster gorau (graddau uchaf) arall pob dysgwr (*TGAU, Galwedigaethol neu Dystysgrif Her Sgiliau (craidd Bagloriaeth Cymru Cenedlaethol)*).

- ✓ Tystysgrif her sgiliau Bagloriaeth Cymru: cyfartaledd y sgoriau ar gyfer pob unigolyn yn y cohort. Sgôr cyfartalog ar gyfer y dyfarniad sylfaen (lefel 1) neu genedlaethol (lefel 2).

Gellir gweld cymwysterau sy'n ddilys ar gronfa ddata QiW ([www.qiw.wales](http://www.qiw.wales)).

- Dylai ysgolion gynnig cwricwlwm cytbwys ac eang sy'n briodol i anghenion y disgyl, gyda'r disgwyliad y bydd y rhan fwyaf o'r disgylion yn cael cyfle i astudio Cymraeg/Saesneg iaith a Llenyddiaeth, yn fathemateg-rhifedd a mathemateg ac naill ai'n ddwbl dyfarnu gwyddoniaeth TGAU neu dri TGAU Gwyddoniaeth ar wahân. Nid mesurau perfformiad ddylai bennu dewisiadau dysgwyr a'r peth gorau i'r dysgwr ei gyflawni yw'r prif ffactor o ran dewis cymwysterau.
- Disgylion blwyddyn 11 fydd y cohort a ddefnyddir ar sail y mesurau perfformiad hyn. Mae LIC yn edrych ar gywirdeb data'r grwpiau blwyddyn ac efallai y bydd angen gwiriadau system ychwanegol posibl i sicrhau bod y wybodaeth hon yn ddbynadwy. Mae LIC yn edrych i weld pa gamau pellach y gellir eu cymryd i sicrhau bod disgylion yn cael eu gosod allan o'u grŵp blwyddyn disgwyliedig yn unig, lle bo hynny'n briodol
- Bydd Llywodraeth Cymru hefyd yn darparu'r wybodaeth ganlynol i ysgolion ar gyfer 2019, i helpu ysgolion i fonitro cynnydd o ran targedau:
  - ✓ Trothwy lefel 1
  - ✓ Trothwy lefel 2 inc EWM (gan gynnwys Llenyddiaeth)
  - ✓ Trothwy lefel 2 inc EWM (heb gynnwys Llenyddiaeth)

## 2. Trefniadau Gwerthuso a Gwella Drafft Chwefror 2019

# Trefniadau drafft gwerthuso a gwella (atebolrwydd) ar gyfer Cymru

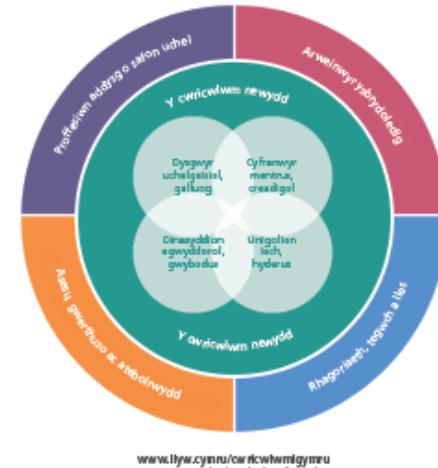
## Cerrig milltir cynllunio allweddol ar gyfer ysgolion hyd at 2022



	2019	2020	2021	2022
<b>Gwerthuso a gwella</b>	<b>Chwefror</b> Trefniadau gwerthuso a gwella hyd o cyhoeddi. <b>Ebrill</b> Cyhoeddi Pframwaith drafft Asesu a Gwerthuso ar gyfer adbroth a dwygio.	<b>Iosawr</b> Pframwaith Asesu a Gwerthuso ar gyfer pob haen i'w gwblhau a'i roi arwain. Parhau gyda phroffti a gwerthuso'r Pframwaith. Adolygu maezrau performatiad interim.	<b>Medi</b> Pframwaith Asesu a Gwerthuso derynlol mewn llais ar gyfer pob haen i'w mabwysiadu.	<b>Medi</b> Pframwaith Asesu a Gwerthuso - cyhoeddi canllaw statudol.
<b>Pecyn cymorth hunanwerthuso ar gyfer gwella</b> Y proffesiwn addysg yn datblygu'r pecyn cymorth gyda chymorth Estyn a'r OECD	<b>Medi</b> Pecyn cymorth hunanwerthuso ar gyfer gwella drafft ar gael ar gyfer ysgolion i'w ddeallu ac am adbroth. Consortia rhanbarthol/Estyn yn catmogi ysgolion i ddarparu'r drafft.	<b>Iosawr-Medi</b> Gwerthuso a dwygio'r pecyn cymorth yn dilyn adbroth. <b>Medi</b> Pecyn cymorth tertynol yn dilyn adbroth.	<b>Iosawr</b> Dwygio'r pecyn cymorth tertynol ar gael i ysgolion.	<b>Medi</b> Pob ysgol yn dehyddio'r pecyn cymorth hunanwerthuso ar gyfer gwella.
<b>Proses ddilysu Datblygu'r broses gan gonsortia rhanbarthol</b>	<b>Ebrill</b> Cytathrebu rolau a chyrrifoldebau Estyn a'r consortia rhanbarthol, mewn parthynas a ddilysu ac arolygu a chymhori, i ysgolion. <b>Medi</b> Proses ddilysu wedi ei diffinio a'i datblygu ar y cyd gydag ysgolion. Dull cenedlaethol gyda chylamwl rhanbarthol yn cael ei gyntuno rhwng y consortia rhanbarthol, Estyn a Llywodraeth Cymru.	<b>Iosawr</b> Proses ddilysu yn cael ei phroffti a'i dwygio gydag ysgolion.	<b>2021</b> Proses ddilysu mewn llais.	
<b>Arolygiad Estyn</b>	<b>2019-2020</b> Cylch arolygu presennol. <b>2019</b> Datblygu a threlalu rôl Arolygydd Ardal. Ymgysylltu â rhanddaliad ar y modelau arolygu newydd.	<b>Iosawr 2020</b> Arolygydd Ardal mewn llais. <b>Medi 2020-2021</b> Cam 1 - Atal yn rhannol. ADM I'r cwriolwm newydd. Datblygu modelau newydd o arolygu gan gymwys ddilysiad o hunanwerthuso.	<b>Medi 2021 ymlaen</b> Cam 2 - Arolygiadau yn aill gychwyn. Trefniadau arolygu newydd ar gyfer pob ysgol. Dilysu drwy arolygu yn cael ei gythwymon raddol.	

// Dylai pob plentyn gael addysg mewn ysgol sy'n gosod disgwyliadau uchel ar gyfer dysgwyr ac athrawon. //

Kirsty Williams AC  
Y Gweinidog dros Addysg



## Datblygiadau Cwricwlwm Newydd

<b>Diwygio ar Dudalen</b> YR HOLL DDIWYGIADAU ADDYSG = <b>UN DIWYGIAD</b> Dilogelu'r safonau uchaf mewn DYSGU ar gyfer holl blant Cymru			
<b>Mae angen i ni ffocysu'r holl ymdrech ar yr hyn sy'n lawn ym mhob ysgol unigol. Mae angen i ni gydnabod anghenion unigol pob ysgol.</b>			
Beth yw e?	Pam mae'n newid?	Beth mae hynny'n el olygu i ysgolion?	Beth ddylai ysgolion ei wneud?
<b>Cwricwlwm newydd i Gymru</b>	'Mae'r cwricwlwm wedi cael ei orlwytho a'i gymhlethu ac mae rhannau ohono wedi dyddio. Nid yw'r trefniadau asesu'n cyfrannu fel y dylent at wella dysgu.'	Mae'r Cwricwlwm newydd yn cael ei drefnu'n chwe Maes Dysgu a Phroffriad. Bydd Deillianau Cyflawniad a Chamau Cynnydd yn rhoi modd i athrawon <b>gyllunio profiadau dysgu sy'n bodloni anghenion dysgwyr orau</b> ac yn galluogi pob disgybl i wireddu ei botensial.	Ymgysylltu â'r cwricwlwm draft pan gaiff ei ryddhau ym mis Ebrill.  Cadw i fyny â datblygiadau Cwricwlwm i Gymru ar safle blog Llywodraeth Cymru.
<b>Y Dull Cenedlaethol newydd ar gyfer Dysgu Proffesiynol (NAPL)</b>	Mae gormod o amrywioldeb mewn dysgu proffesiynol i athrawon. Mae gan yr holl athrawon hawl i ddysgu proffesiynol ansawdd uchel gydol gyrra.	Dylai athrawon ac arweinwyr sicrhau bod gweithgareddau dysgu proffesiynol yn cael eu dewis yn unol ag anghenion yr ysgol er mwyn cael effaith ar ddysgwyr.	Sicrhau bod gweithgareddau dysgu proffesiynol yn unol â blaenorfaethau gwella ysgol.  Aarfarnu effaith dysgu proffesiynol ar ddysgwyr yn y tymor byr, canolig a hir.
<b>Sefydlu'r Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol</b>	Mae gormod o amrywioldeb mewn dysgu proffesiynol ar gyfer arweinyddiaeth. Mae gan yr holl ymarferwyr hawl i ddysgu proffesiynol ansawdd uchel trwy gydol eu gyrra.	Dylai pob arweinydd dderbyn profiadau dysgu ansawdd uchel a rheolaidd sy'n para trwy gydol eu gyrra. Arweinyddiaeth yw'r arf fwya'r pwerus o ran llywio gweithgarwch sy'n cael effaith gadarnhaol ar ddysgwyr.	Sicrhau bod pob arweinydd yn derbyn hyfforddiant rheolaidd ac ansawdd uchel.  Aarfarnu effaith dysgu proffesiynol ar ddysgwyr yn y tymor byr, canolig a hir.
<b>Cynnydd o ran gwylt ysgol i ysgol</b>	'Daw newid trwy addasu ymddygiadau a diwylliant o gydweithredu, ahoesi ac ymholi sy'n selliedig ar dystiolaeth. Mae ysgolion sy'n cyflwyno eu hunain fel sefydliau sy'n hyrwyddo arfer dda sy'n selliedig ar dystiolaeth yn debygol o denu pob proffesiynol ansawdd uchel a chadw staff rhagorol sy'n gallu parhau i ddatblygu, cynnal a dynfnau arferion rhagorol a pharhau i ddatblygu llwyddiannau'r ysgol.' Dr. Chris Brown <i>The Self-Improving School System or a System of Self-Improving Schools?</i> 2016	Mae Her Canol De Cymru (HCDC) yn seiliedig ar welliant yn cael ei llywio gan ysgolion ar gyfer ysgolion. Mae gweithgareddau dysgu proffesiynol sydd ar gael yn y rhanbarth yn cael eu hwyluso trwy ddefnyddio GGYau, hyblau, partneriaethau ysgol, ymholaeth cymheiriad a chlystyrâu. Mae amrywiaeth o weithgareddau dysgu proffesiynol a chefnogaeth sy'n canolbwntio ar wella dysgu ac addysgu ar gael trwy'r model hwn.	Ymgysylltu â'r gweithgareddau dysgu proffesiynol sy'n bodloni anghenion yr ysgol trwy ddefnyddio Her Canol De Cymru (HCDC).  Cael mynediad at a chefnogi gweithgareddau dysgu proffesiynol trwy fodel HCDC.
<b>Diwygio ADY a chanolbwntio ar Degwch a Lles</b>	'Rydym yn benderfynol o gyflwyno system addysg sy'n gwbl glynhywysol i ddysgwyr yng Nghymru. System lle mae anghenion yn cael eu nodi'n gyniar, lle mae proses yn ei lle i fynd i'r afael â'r anghenion hynny'n gyflym a lle mae pob dysgwyr yn cael cymorth i gyflawni ei botensial. Ar y cyfan, mae cyrhaeddol academaidd dysgwyr sydd ag AAA yn waed o gymharu â dysgwyr eraill. O dan y system newydd, bydd gwath cynllunio yn hyblyg ac yn ymateb i sefylfaeoedd penodol, bydd gan ein gweithwyr proffesiynol y sgiliau gofynnol a byddant yn hyderus wrth nodi anghenion a datblygu strategetaethu i helpu dysgwyr i orsogn rhwystrau i ddysgu, a bydd y dysgwyr yn ganolog i bopeth a wnwawn.' <i>Rhaglen Trawsnewid ADY/LC</i>	Mae'r Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwmlys Addysg (Cymru) 2018 (Ddeddf ADYTDA) yn gwneud darparlaeth ar gyfer fframwaith statudol newydd ar gyfer cefnogi plant a phobl ifanc sydd ag ADY. Disgwylir y bydd y system newydd yn mynd yn fyw o fis Medi 2020 a bydd y system bresennol yn cael ei disodli'n gyfan gwbl erbyn mis Awst 2023. Mae gweithgareddau dysgu proffesiynol sy'n canolbwntio ar ddysgu ac addysgu ansawdd uchel ac arweinyddiaeth effeithiol ar gyfer ADY yn cael eu cyflwyno'n rhanbarthol gan yr arweinydd trawsnewid ADY.	Ymgysylltu â gweithgareddau dysgu proffesiynol ADY  Aarfarnu effaith dysgu proffesiynol ar ddysgwyr yn y tymor byr, canolig a hir
<b>Safonau Proffesiynol Newydd ar gyfer Addysgol ac Arweinyddiaeth</b>	Mae safonau newydd yn hanfodol o ran cyflawni gweledigaeth Llywodraeth Cymru ar gyfer addysg yng Nghymru ac wedi cael eu ddatblygu i adlewyrchu diwygiadau i addysg gychwynnol athrawon (AGA), cwricwlwm newydd, fframwaith cymwysterau sy'n datblygu a lansiöd Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol.	Bwriedir i'r safonau proffesiynol osod disgwyliadau clir o ran arfer effeithiol yn ystod gyfarfyrdd; galluogi ymaferwyr i fyfyrw ar eu harfer, yn unigol ac ar y cyd, yn erbyn safonau <b>arfer effeithiol mewn dysgu ac addysgu</b> cenedlaethol a gyntunwyd ac atgyfnerthu a dathlu eu llwyddiannau a chefnogi ymaferwyr i glustnodni meysydd ar gyfer datblygiad proffesiynol bellach.	Sicrhau bod yr holl staff yn yr ysgol wedi ymgysylltu â'r safonau proffesiynol ar gyfer addysgol ac arweinyddiaeth.  Ymgysylltu â diweddarriadu rhanbarthol a chenedlaethol ar safonau proffesiynol.
<b>Ysgolion i gael eu had-drefnu'n Sefydliau sy'n Dysgu</b>	Mae ysgolion sy'n sefydliau sy'n dysgu yn gallu targedu eu meysydd ar gyfer gwella eu hunain a gwneud penderfyniadau sy'n cael eu hysbysu gan dystiolaeth ynglŷn â beth gaiff yr effaith orau ar ddysgwyr.	Mae ysgolion fel sefydliau sy'n dysgu yn fframwaith o newid sy'n cael ei ysgrifennu dan saith dimensiwn. Mae'n cefnogi ysgolion i arfamu a datblygu eu diwylliant a'u hinsawdd ynghyd â'u systemau a'u prosesau i <b>hyrwyddo addysgu a dysgu effeithiol</b> trwy hunanarfarnu a gwella effeithiol lawn.	Sicrhau bod yr holl staff yn yr ysgol yn gyfarwydd a saith dimensiwn SLO.  Ymgysylltu â digwyddiadau hyfforddi'r consortiwm ar SLO.  Cwblhau arolwg SLO Llywodraeth Cymru pan ddaw i law.

## Dadansoddiad Offeryn Parodrwydd Caerdydd Ionawr 2019

- Mae'r offeryn parodrwydd yn canolbwytio ar chwe piler allweddol (addysgeg, profiadau dysgu arloesol, arwain a dysgu proffesiynol cydweithredol, iaith a diwylliant, asesu a chynnydd a pherthnasoedd a lles)
- Mae ysgolion wedi hunan asesu eu parodrwydd yn erbyn y pilieri hyn trwy gyfres o is-feini prawf o fewn pob piler, gan gategoreiddio eu hunain fel naill ai: ffocysu (1), datblygu (2) galluogi (3) neu gyfoethogi (4)
- Mae'r offeryn wedi'i gynllunio i hwyluso newid o fewn y pilieri ar draws yr ysgolion unigol
- Anelu at holl ysgolion CSC i fod ar y cam datblygol o leiaf erbyn diwedd tymor y gwanwyn 2019 yn barod ar gyfer cyhoeddi'r cwricwlwm newydd drafft ym mis Ebrill 2019
- Gweler dros y ddalen er mwyn cymharu'r ymatebion gwaelodlin cychwynnol a'r ymatebion cyfredol.

Prif Gynodeb Pob Ymateb	INDEX	1	2	3	4	0
	Ymatebion Gwaelodlin Cychwynnol (Ion 2018)					Heb ei ateb %
	Ffocysu %	Datblygu %	Galluogi %	Cyfoethogi %		
Addysgeg	Caerdydd	24	48	22	4	1
	CCD	23	48	23	4	1
Profiadau Dysgu Arloesol	Caerdydd	29	50	16	4	1
	CCD	28	48	18	4	1
Arwain a Dysgu Proffesiynol Cydweithredol	Caerdydd	36	42	15	5	2
	CCD	35	43	16	4	1
Iaith a Diwylliant	Caerdydd	33	40	15	9	3
	CCD	28	43	18	8	2
Asesu a Chynnydd	Caerdydd	25	59	11	3	2
	CCD	25	58	13	2	2
Perthnasau a Lles	Caerdydd	34	44	14	6	2
	CCD	32	43	17	6	2

Prif Gynodeb Pob Ymateb	INDEX	1	2	3	4	0
	Ymatebion Cyfredol (Ion 2019)					Heb ei ateb %
	Ffocysu %	Datblygu %	Galluogi %	Cyfoethogi %		
Addysgeg	Caerdydd	16	45	34	5	0
	CCD	14	48	33	5	0
Profiadau Dysgu Arloesol	Caerdydd	19	44	31	4	1
	CCD	18	47	31	4	0
Arwain a Dysgu Proffesiynol Cydweithredol	Caerdydd	22	44	28	6	1
	CCD	20	47	27	6	0
Iaith a Diwylliant	Caerdydd	22	44	21	9	4
	CCD	19	47	24	9	2
Asesu a Chynnydd	Caerdydd	19	55	24	2	1
	CCD	17	59	22	1	0
Perthnasau a Lles	Caerdydd	24	41	28	7	1
	CCD	22	45	26	6	1