



Polisi Mwy Abl a Thalentog

More Able and Talented (MAT)
Policy

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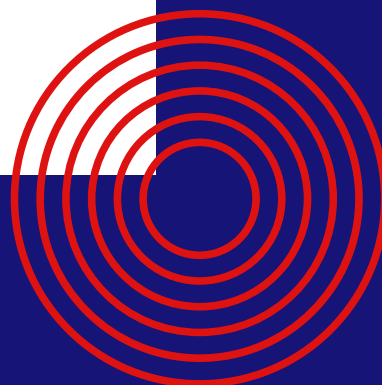
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Polisi Mwy Abl a Thalentog Ysgol Gyfun Aberaeron

Estyn

Nid oes diffiniad y cytunwyd arno'n gyffredinol o ddysgwyr a fyddai'n cael eu cydnabod yn rhai mwy galluog. Yng Nghymru, mae'r term 'mwy abl a thalentog' yn cwmpasu tua 20% o gyfanswm poblogaeth ysgol, ac mae'n cael ei ddefnyddio i ddisgrifio dysgwyr a fydd angen cyfleoedd mwy ymestynnol a chyfoethocach na'r hyn a ddarperir ar gyfer y garfan arferol o ddysgwyr. Mae'r term 'mwy galluog a thalentog' yn cynnwys dysgwyr sy'n fwy galluog ar draws sawl pwnc o fewn y cwricwlwm yn ogystal â'r rhai sy'n dangos dawn mewn un maes neu fwy yn benodol, a gall y rhain gynnwys gweithgaredd dynol mewn meysydd ymarferol, creadigol a chymdeithasol.

Llywodraeth Cynulliad Cymru 2008

Mae gallu a thalent yn gallu eu hamlygu eu hunain mewn nifer o wahanol ffyrdd e.e. mewn gweithgareddau dynol mewn meysydd academiaidd, ymarferol, creadigol a chymdeithasol. Ni ellir gwahanu anghenion disgyblion mwy abl a thalentog oddi wrth yr ymdrech i godi safonau pob disgybl. Mae ymchwil yn dangos bod ysgolion sy'n canolbwyntio ar anghenion disgyblion mwy abl a thalentog yn gwella ansawdd y dysgu ac yn codi safonau cyflawniad pob disgybl.

Dysgwyr mwy abl a thalentog yn Ysgol Gyfun Aberaeron

Yn Ysgol Gyfun Aberaeron credwn mewn creu cymuned ddysgu gynhwysol sy'n dathlu unigrywiaeth pob dysgwr. Bydd yr ysgol yn hyrwyddo profiadau ysgogol a heriol trwy gwricwlwm eang a chytbwys sydd hefyd yn cynnig gweithgareddau dysgu sy'n canolbwyntio ar anghenion a doniau penodol y dysgwyr. Rydym hefyd wedi ymrwymo i adnabod a diwallu anghenion dysgwyr cyn gynted â phosibl er mwyn eu galluogi i gyflawni hyd eithaf eu gallu. Yn unol â chanllawiau Llywodraeth Cymru, mae'r ysgol yn cydnabod bod y term Mwy Abl a Thalentog yn berthnasol i tua 20% o ddysgwyr sydd angen cyfleoedd mwy ymestynnol a chyfoethocach i ddatblygu hyd eithaf eu gallu mewn un maes neu fwy oddi mewn i'r cwricwlwm. Gellir disgrifio tua 2% o ddysgwyr fel rhai 'eithriadol o alluog'.

Diffiniadau

Mae disgyblion dawnus yn ddisgyblion sydd angen cyfleoedd mwy estynedig a chyfoethocach ar draws y cwricwlwm er mwyn datblygu eu gallu mewn un neu fwy o feysydd. Yn Ysgol Gyfun Aberaeron dylai dysgwyr gael y cyfle i arddangos a dathlu eu doniau, ac ar yr un pryd, dylent gael eu cefnogi, eu herio a'u hymestyn ymhellach ym maes eu dawn neu eu gallu.

Y term arferol am y cysyniad hwn yw **Mwy Abl a Thalentog (MATH)**. Gall dysgwyr fod yn fwy galluog a/neu dalentog mewn meysydd amrywiol, e.e. yn academiaidd, yn greadigol, mewn chwaraeon ac ati.

Byddai dysgwyr **Mwy Galluog** yn dangos gallu uwch na'r cyfartaledd yn academiaidd ac yn aml byddai angen tasgau a chyfleoedd gwahaniaethol i ddysgu trwy heriau.

Byddai dysgwyr **Eithriadol o Alluog** yn gweithio ar ddwy lefel/gradd uwchlaw mwyafrif y dysgwyr mewn dosbarth ac yn aml byddai angen darpariaeth ychwanegol a gwahanol arnynt.

Mae **Dysgwyr Dawnus** yn dangos dawn neu sgil cynhenid mewn meysydd creadigol neu mewn chwaraeon.

Ysgol Gyfun Aberaeron's More Able and Talented Policy

Estyn

There is no universally-agreed definition of learners who generally would be recognised as more able. In Wales, the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners.

The term 'more able and talented' includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity.

Welsh Assembly Government 2008

'Ability and talent can manifest itself in many ways, e.g. academic, practical, creative and social fields of human activity. The needs of more able and talented pupils cannot be separated from the move to raise standards of all pupils. Research shows that schools that focus on the needs of more able and talented pupils improve the quality of learning and raise standards of achievement for all pupils.

More Able and Talented learners at Ysgol Gyfun Aberaeron

At Ysgol Gyfun Aberaeron we believe in creating an inclusive learning community that celebrates the uniqueness of all learners. The school will promote stimulating and challenging experiences through a broad and balanced curriculum that also offers learning activities that focuses on the particular needs and talents of the learners. We are also committed to identifying and meeting the needs of learners as early as possible in order to enable them to achieve their best.

In line with Welsh Government guidance, the school recognises the term More Able and Talented as applying to approximately 20% of learners who need enriched and extended opportunities to develop to their full abilities in one or more curriculum areas. Approximately 2% of learners can be described as "exceptionally able".

Definitions

Talented pupils are pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. At Ysgol Gyfun Aberaeron learners should have the opportunity to demonstrate and celebrate their talents, whilst at the same time being supported, challenged and extended further in their area of talent or ability.

More Able and Talented (MAT) is the general term for this concept. Learners may be more able and/or talented in diverse fields, e.g. academic, creative, sporting etc.

More Able learners would demonstrate a higher ability than average academically and would often require differentiated tasks and opportunities to learn through challenges.

Exceptionally Able learners would be working at two levels/grades above the majority of learners in a class and would often require additional and different provision.

Talented learners demonstrate an innate talent or skill in creative or sporting fields.

Cynllun Gweithredu

Creu Polisi MATH

- Diffiniadau
- Rolau a Chyfrifoldebau
- Cynllun Gweithredu



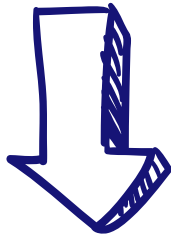
Creu Cofrestr MATH

- Adnabyddiaeth (Rhieni, Athro, Disgybl, wedi ei ysgogi gan Ddata)
- Codi ymwybyddiaeth pa ddisgyblion sydd angen her
- Rhannu gwybodaeth am ddisgyblion ar y gofrestr MATH gyda staff, disgyblion a rhieni



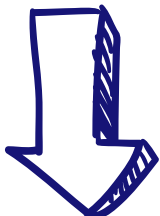
Proses Monitro

- Defnyddio SMID i dracio cynnydd disgyblion MATH
- Cynllun ychwanegu gwerth
- Gosod targedau unigol bob tymor ar gyfer y dysgwyr mwy abl (CHU)



Adrodd am Gynnydd

- Adroddiadau cynnydd bob tymor i fonitro cynnydd ychwanegu gwerth
- Dadansoddi cynnydd ar sail nodau mewn pynciau penodol
- Adrodd wrth rieni



- ### **Adolygu a Gwerthuso**
- Cloriannu llwyddiant y rhaglenni unigol
 - Adborth gan rieni
 - Sefydlu cyngor disgyblion MATH er mwyn i'r myfyrwyr fynegi eu barn a'u dewisiadau
 - Creu cysylltiadau mwy clos ag asiantaethau allanol a mentrau
 - Defnyddio'r gwerthuso yn sail ar gyfer achredu NACE



Adolygu a Gwerthuso

Creu Polisi MATH

- Diffiniadau
- Rolau a Chyfrifoldebau
- Cynllun Gweithredu



Creu Cofrestr MATH

- Adnabyddiaeth (Rhieni, Athro, Disgybl, wedi ei ysgogi gan Ddata)
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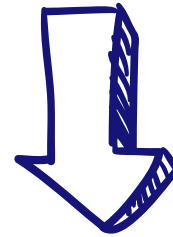
Dysgu ac Addysgu

- Cyfleoedd Hyfforddiant mewn Swydd
- Dysgu cyflymach / Mynediad cynnar
- Gwahaniaethu wedi ei dargedu
- Defnyddio trefn uwch a thechnegau ymholiad dull Socrates
- Amgylchedd dysgu (Modelu gwaith, adrannau estyniad yn rhan o arddangosfeydd)
- Tasgau datrys problemau
- Astudio annibynnol
- Ffocws ar fetawybyddiaeth



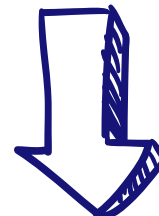
Mentora / Cyfeillio cyfoedion

- Mentora athro/disgybl
- Mentora a chyfeillio disgybl/disgybl



Dathlu cynnydd

- Cyflwyniadau bob tymor ar gynnydd mewn cyfarfodydd
- Mentoriaid sy'n gyfoedion yn gwneud y cyflwyniadau



Action Plan

Creation of MAT Policy

- Definitions
- Roles and Responsibilities
- Action Plan



Formation of MAT Register

- Identification (Parental, Teacher, Pupil, Data led)
- Raise awareness of which students need challenge
- Sharing of information regarding learners on the MAT register with staff, pupils and parents



Monitoring Progress

- Use of SMID to track MAT pupils' progress
- Value added approach
- Setting of individual termly targets for most able learners (ICP)



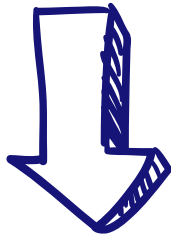
Teaching and Learning

- INSET opportunities
- Accelerated Learning /Early entry
- Targeted differentiation
- Use of higher order and Socratic questioning techniques
- Learning Environment (Modelling of work, Extension corners within displays)
- Problem solving tasks
- Independent study
- Metacognition focus



Mentoring/Peer buddies

- Teacher/pupil mentoring
- Pupil/pupil mentoring and buddies



Reporting Progress

- Termly progress reports to monitor value-added progress
- Progress against subject specific targets analysed
- Reported to parents

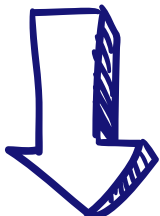


Additional Learning Opportunities

- Local and national events
 - External/Internal competitions
 - Access to the Seren Foundation and Seren Academy
- Research and make links with organisations

Celebrating Progress

- Termly presentations of progress in assemblies
- Presentations made by peer mentors



Review and Evaluation

- Audit of the successes of the individual programs
 - Feedback from parents
- Formation of MAT pupil council to express their opinions and preferences
- Form closer links with external agencies and initiatives
- Use the evaluation as a basis for NACE accreditation

Rolau a Chyfrifoldebau

Rydym yn cydnabod bod darparu'n llwyddiannus ar gyfer dysgwyr Mwy Abl a Thalentog yn seiliedig ar bartneriaeth rhwng nifer o randdeiliaid.

Y Dysgwyr

- Gofynnir i'r dysgwyr osod eu targedau eu hunain a chyfrannu at eu Cynllun Her Unigol (CHU)
- Bydd y dysgwyr yn cael profiadau dysgu gwahaniaethol oddi mewn a'r tu allan i'r ystafell ddosbarth er mwyn eu herio a'u galluogi i gyflawni eu nodau dyheadol
- Bydd disgwyl i'r dysgwyr gyfathrebu a dylanwadu ar y profiadau addysgu a dysgu sy'n effeithio ar eu cynnydd

Y Rhieni/Gofalwyr

- Bydd y rhieni/gofalwyr yn cael gwybod bod eu plentyn wedi ei adnabod yn Fwy Abl neu Dalentog a bydd CHU eu plentyn yn cael ei rannu â hwy
- Gofynnir i rieni/ gofalwyr gwblhau holiadur a fydd yn gofyn iddynt amlygu llwyddiannau a chyflawniadau eu plentyn y tu allan i'r ysgol, a darparu gwybodaeth am sgiliau personol a chyflawniadau eu plentyn yn yr ysgol. Bydd hwn yn cael ei ddefnyddio i ddiweddarau rhestr disgyblion talentog yr ysgol.

Y Cydlynnydd MATH

Bydd y Cydlynnydd MATH yn:

- creu a diweddarau polisi ysgol gyfan
- creu cofrestr o ddysgwyr Mwy Abl a Thalentog
- monitro ac olrhain y dysgwyr sydd wedi eu hadnabod
- cynnig mentora i fyfyrwyr MATH lle bo'n briodol, a threfnu trosolwg o fentora ar gyfer dysgwyr MATH ar draws yr ysgol
- ymglyfarwyddo â'r wybodaeth ddiweddaraf am faterion datblygiad proffesiynol parhaus ac yn helpu i gyflwyno hyfforddiant HMS
- cysylltu â'r Uwch Dim Arwain, athrawon dosbarth, Penaethiaid Adran, arweinwyr Cynnydd a phob un arall sy'n berthnasol
- rheoli'r gwaith o rannu arfer da
- cynnig arweiniad a chynghor ar ehangu cyfleoedd a chreu cysylltiadau ag asiantaethau eraill
- gweithio tuag at ennill Gwobr Her NACE

Y Prifathro

Bydd y Prifathro yn:

- goruchwyllo dull yr ysgol gyfan o osod ac olrhain targedau a strategaethau addysgu priodol i sicrhau bod ymyrraeth yn amserol ac yn cael ei lywio gan ddeilliannau
- goruchwyllo gwaith y cydlynnydd MATH er mwyn sicrhau bod gofynion yr ysgol yn cael eu bodloni
- adolygu perfformiad y Cydlynnydd MATH a sicrhau bod hyfforddiant digonol yn cael ei ddarparu
- sicrhau, cyn belled ag y bo modd, bod adnoddau digonol yn cael eu darparu

TYr Arweinwyr Cynnydd

Bydd yr Arweinwyr Cynnydd yn:

- cynorthwyo i adnabod dysgwyr MATH
- gweithio gyda'r cydlynnydd MATH i fonitro ac olrhain cynnydd dysgwyr MATH yn eu grŵp(iau) blwyddyn
- trefnu cyfleoedd i ddathlu cyflawniadau dysgwyr MATH

Penaethiaid Adrannau

Bydd y Penaethiaid Adrannau yn:

- adnabod yn rheolaidd nodweddion pwnc-benodol y dysgwyr mwy galluog a dawnus
- rhannu ac addasu'r meini prawf a ddefnyddir i adnabod dysgwyr MATH o fewn pynciau
- adnabod dysgwyr sy'n bodloni'r meini prawf ar gyfer eu cynnwys ar y gofrestr MATH ac anfon enwau'r dysgwyr hyn at y cydlynnydd MATH
- cysylltu â'r cydlynnydd MATH i adnabod y dysgwyr MATH yn gynnar yn eu hadran
- sicrhau bod deunydd cyfoethogi/estynnol yn cael ei ddarparu gan yr athrawon yn y pwnc
- cynnwys eitemau sy'n ymwneud â darpariaeth a chynnydd dysgwyr MATH ar agenda cyfarfodydd adrannol
- cynhyrchu a datblygu o fewn yr adran strategaethau sy'n caniatáu i addysgu dysgwyr MATH gael ei wella ymhellach.

Yr Athrawon Dosbarth

Bydd yr athrawon dosbarth yn:

- cynorthwyo i adnabod y dysgwyr mwy abl a thalentog yn eu pynciau hwy
- trafod y cynlluniau ar gyfer y grwpiau hyn o ddysgwyr gyda'r cydlynnydd MATH i sicrhau bod eu hanghenion yn cael eu diwallu (cyfrannu at CHU y dysgwyr)
- sicrhau bod deunydd cyfoethogi ac ymestynnol priodol yn cael ei ddarparu fesul gwrs ar gyfer dysgwyr MATH
- cymryd rhan mewn HMS penodol ar MATH ac ymdrechu i ddefnyddio strategaethau addysgu MATH- gyfeillgar er mwyn herio a chefnogi eu dysgwyr mwy galluog

Roles and Responsibilities

We recognise that successful provision for More Able and Talented learners is dependent on partnership between multiple stakeholders.

The Learners

The learners will:

- be asked to set their own targets and contribute to their Individual Challenge Plan (ICP)
- be provided with differentiated learning experiences within and outside of the classroom in order to challenge them and allow them to meet their aspirational goals
- be expected to communicate and influence the teaching and learning experiences that affect their progress

The Parents/Carers

The parents/carers will:

- be made aware of the fact that their child has been identified as More Able or Talented, and will have their child's ICP shared with them
- be asked to complete a questionnaire which will ask them to highlight their child's successes and achievements outside school and provide information of their child's personal skills and achievements within school. This will be used to update the school's Talented list.

The MAT Co-ordinator

The MAT Co-ordinator will:

- create and update whole school policy
- put in place a register of More Able and Talented learners
- monitor and track the learners identified
- offer mentoring to MAT students where appropriate, and have an overview of mentoring for MAT learners across the school
- keep up-to-date with continuing professional development issues and help to deliver INSET training
- liaise with SLT, class teachers, Heads of Department, Progress leaders and all other interested parties
- manage the sharing of good practice
- offer guidance and advice on extending opportunities and create links to other agencies
- work towards achieving the NACE Challenge Award

The Head Teacher

The Headteacher will:

- oversee the whole school approach to target setting, tracking and appropriate teaching strategies to ensure that intervention is timely and outcome driven
- oversee the work of the MAT coordinator ensuring that school requirements are met
- review the performance of the MAT Coordinator and ensure that adequate trainings provided
- ensure that as far as possible adequate resources are made available

The Progress Leaders

Progress Leaders will:

- assist in the identification of MAT learners
- work with the MAT co-ordinator to monitor and track the progress of MAT learners within their year group(s).
- arrange opportunities for the achievement of MAT learners to be celebrated

Heads of Department

Heads of Department will:

- identify regularly the subject specific characteristics of the more able and talented learners
- share and modify the criteria used to identify MAT learners within subject areas
- identify learners who meet the criteria for inclusion on the MAT register and to forward these names to the MAT coordinator
- liaise with the MAT coordinator over the early identification of MAT learners within their department
- ensure that enrichment/extension materialise being provided by subject teachers
- include items concerning provision and the progress of MAT learner son departmental meeting agendas
- produce and develop strategies within the department that allow the teaching of MAT learners to be further enhanced.

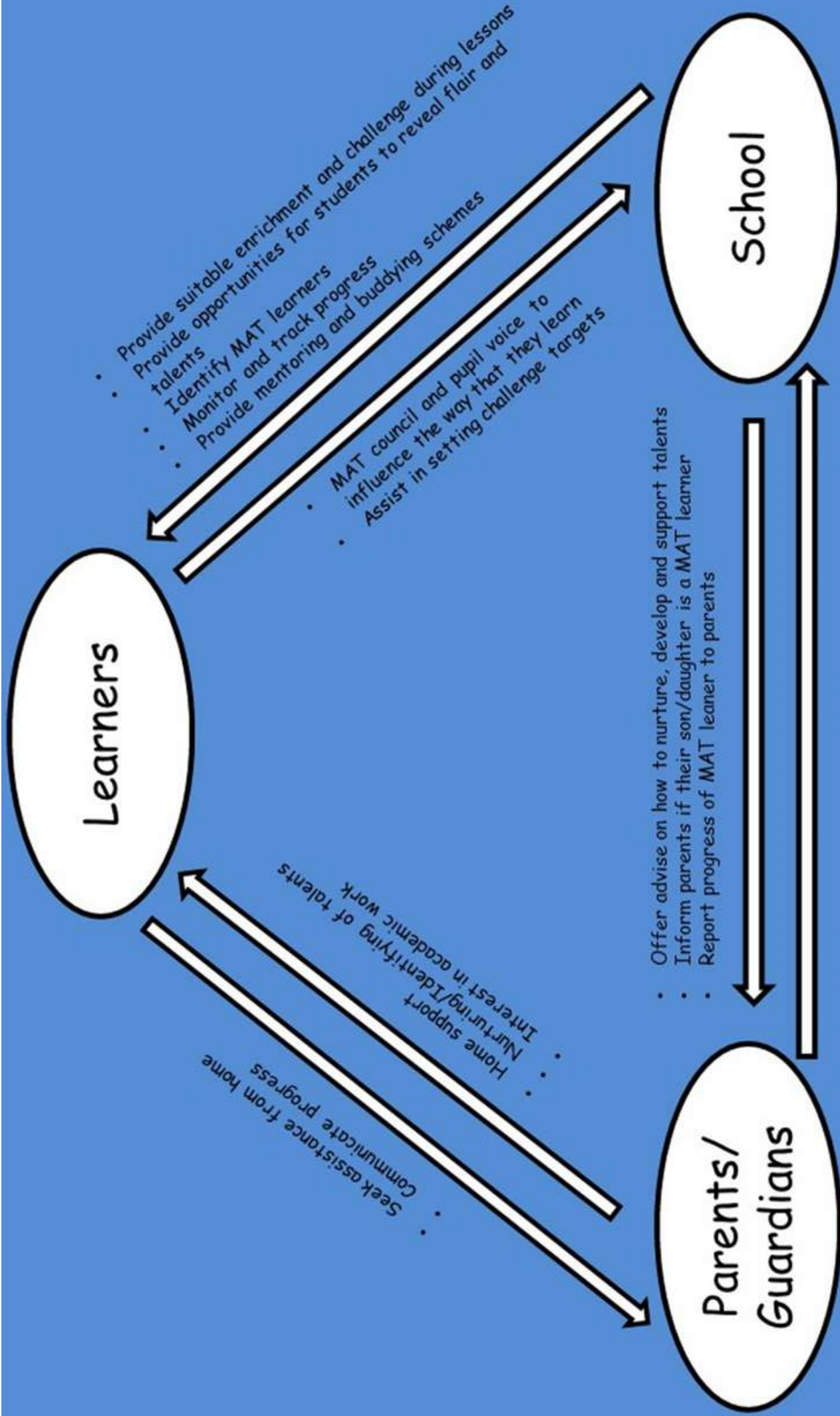
Class teachers

Class teachers will:

- assist with the identification of the more able and talented learners in their specific subject
- discuss the planning for these groups of learners with the MAT coordinator to ensure their needs are met (contribute to learners' ICPs)
- ensure that on a less onto lesson basis appropriate enrichment and extension material is provided for MAT learners
- participate in MAT-specific INSET and endeavours use MAT friendly teaching strategies in order to challenge and support their more-able learners

Sianelau Cyfathrebu

Communication Channels



- Assist school in developing criteria for identifying MAT learners
- Express expectations as to what they feel the school should provide for MAT learners

Adnabod Dysgwyr Mwy Abl

Yn Ysgol Gyfun Aberaeron rydym yn cydnabod bod ystod o strategaethau yn hanfodol wrth adnabod gallu a doniau, a bod asesu dysgwyr yn ddeinamig, yn barhaus ac yn hyblyg. Mae amryw o sianeli ar gael i fyfyrwyr ddangos eu doniau ac mae'n hanfodol fod cyfleoedd priodol yn cael eu cynnig er mwyn i'r talentau hyn gael eu canfod. Mae creu cofrestri o ddysgwyr MATH yn dasg gydweithredol a rhaid iddi gynnwys barn yr holl randdeiliaid.

Defnyddio Data/Profion Safonol

- Gellir adnabod dysgwyr MATH trwy ddefnyddio data safonedig allanol (PGG, profion Llythrennedd a Rhifedd Cenedlaethol ac ati)
- Mae cyfyngiadau'r dull hwn o adnabod yn cynnwys: 1) diffyg cyfleoedd mewn profion safonol ar gyfer meddwl yn greadigol; 2) mae disgyblion â gallu darllen isel dan anfantais; 3) perfformiad gwael ar ddiwrnod y prawf

Meini prawf penodol yn seiliedig ar ddata a ddefnyddir yn Aberaeron i adnabod Dysgwyr Mwy Abl

Cyfnod Allweddol 3

- Yr 20% uchaf o'r garfan ar gyfer y sgôr gymedrig SAS yn y Profion Galluoedd Gwybyddol (PGG4)
- 3 Lefel 5 neu fwy o ddata cynradd
- Dau sgôr o 120 neu yn uwch ym Mhroffion Cenedlaethol Cymru

Cyfnod Allweddol 4

- Yr 20% uchaf o'r garfan ar gyfer sgôr gymedrig SAS yn y Profion Galluoedd Gwybyddol (PGG4)
- Dau sgôr o 120 neu yn uwch yn y Profion Cenedlaethol Cymru diweddaraf
- 7 neu fwy o dargedau A*-A erbyn diwedd Blwyddyn 11

Cyfnod Allweddol 5

- 6 gradd A* neu fwy TGAU
- 7 neu fwy o raddau A*-A TGAU
- 3 neu fwy o dargedau A*-A erbyn diwedd Blwyddyn 13

Meini prawf penodol yn seiliedig ar ddata a ddefnyddir yn Aberaeron i adnabod Dysgwyr Eithriadol o Alluog

Cyfnod Allweddol 3

- Sgôr SAS cymedrig o 120 neu yn uwch yn y Profion Galluoedd Gwybyddol (PGG4) a
- 3 Lefel 5B neu fwy o ddata cynradd a
- Tri sgôr o 120 neu yn uwch ym Mhroffion Cenedlaethol Cymru

Cyfnod Allweddol 4

- Sgôr SAS cymedrig o 120 neu yn uwch yn y Profion Galluoedd Gwybyddol (PGG4)
- Tri sgôr o 120 neu yn uwch ym Mhroffion Cenedlaethol Cymru
- 6 neu fwy o dargedau A* (diwedd B11)

Cyfnod Allweddol 5

- 3 neu fwy o dargedau A* erbyn diwedd Blwyddyn 13

Asesiad Athrawon

- Mae'r athrawon yn defnyddio cyfuniad o feini prawf MATH pwnc-benodol (gweler Atodiad 1) i adnabod yn gywir y dysgwyr y maent yn teimlo eu bod yn cael eu hystyried yn fwy galluog, neu sydd â dawn mewn maes penodol. Mae'r dull hwn yn defnyddio'r arbenigedd pwnc sydd gan yr athrawon pwnc ac mae'n sicrhau nad oes angen dibynnu ar ddata yn unig ond yn hytrach yn seilio adnabyddiaeth trwy ddefnyddio dulliau ansoddol.
- Bydd gofyn i athrawon nodi 3 (neu fwy) o feini prawf y mae'r dysgwr MATH yn eu dosbarth yn eu bodloni
- Gallai athrawon ddefnyddio eu ffynonellau data disgyblion i ddewis dysgwyr ar gyfer y gofrestr hefyd

Adnabod Dysgwyr Talentog

Adnabyddiaeth gan y dysgwr ei hun neu gan gyfoed

- Rhaid darparu cyfleoedd i ddysgwyr gyfrannu at y broses MATH ac mae ymdeimlad o berchnogaeth a chydweithio yn hanfodol
- Yn aml mae cyfoedion yn adnabod eu cyd-ddysgwyr cystal ag unrhyw athro am eu bod wedi rhannu eu taith trwy'r ysgol gyda'i gilydd ac felly mae ganddynt rôl bwysig wrth adnabod dawn a gallu

Adnabyddiaeth rhieni o ddisgyblion talentog

- Gall cynnwys rhieni/gofalwyr yn y broses ddatgelu doniau sy'n bodoli ond na all y staff addysgu eu canfod
- Bydd cynnwys rhieni yn y broses yn datblygu cysylltiadau cryfach rhwng yr ysgol a'r cartref ac yn helpu dysgwyr i gael y cymorth sydd ei angen arnynt (gweler Atodiad 2).

Identification of More Able Learners

At Ysgol Gyfun Aberaeron we recognise that a range of strategies are essential when identifying ability and talents and that the assessment of learners is dynamic, continuous and flexible. There are various channels available for students to reveal their talents and it is vital that there is the provision of appropriate opportunities offered for these talents to be discovered. Formation of MAT learner registers is a collaborative task that must involve the opinion of all stakeholders involved.

Use of Data/Standardised Tests

- MAT learners can be identified through use of external standardised data (CATS, National Literacy and Numeracy tests etc)
- Limitations of this method of identification involve: 1) lack of opportunities in standardised testing for creative thinking, 2) pupils with poor reading skills are disadvantaged, 3) poor performance on the day of testing

Specific data criteria used at Aberaeron to identify More Able learners

Key Stage 3

- Top 20% of the cohort for mean SAS score from the CAT4 tests
- 3 or more Level 5s from primary data
- Two scores of 120 or above on the Welsh National Tests

Key Stage 4

- Top 20% of the cohort for mean SAS score from the CAT4 tests
- Two scores of 120 or above on their most recent Welsh National Tests
- 6 or more A* targets (Y11)
- 7 or more A*-A targets by the end of Year 11

Key Stage 5

- 6 or more A* grades at GCSE
- 7 or more A*-A GCSE grades
- 3 or more A*-A targets by the end of Year 13

Specific data criteria used at Aberaeron to identify Exceptionally Able learners

Key Stage 3

- A mean SAS score of 120 or above from the CAT4 tests
- 3 or more Level 5Bs from primary data
- Three or more scores of 120 or above on the Welsh National Tests

Key Stage 4

- A mean SAS score of 120 or above from the CAT4 tests
- Three or more scores of 120 or above on the Welsh National Tests
- 6 or more A* targets (end of Y11)

Key Stage 5

- 3 or more A* targets by the end of Year 13

Teacher Assessment

- Teachers use a combination of subject specific MAT criteria (see Appendix 1) to identify and justify learners that they feel are considered more able, or who have a talent in a specific area. This method makes use of the subject specialism that the subject teachers poses and eradicates the restrictive use of just using data to identify by using qualitative means of identification
- Teachers will be required to identify 3 (or more) criteria which the MAT learner in their class satisfy
- Teachers could use their pupil data captures to also select learners for the register

Identification of Talented Learners

Self-Learner and Peer-Learner Identification

- Opportunities must be provided for learners to contribute to the MAT process and a sense of ownership and collaboration is essential
- Often peers know their fellow learners as well as any teacher after sharing their journey through school together and therefore have an important role in identifying talents and ability

Parental identification of talented pupils

- Involving parents/guardians in the process may reveal talents that exist that may be undetectable to teaching staff
- Engaging parents in the process will develop stronger links between the school and home and help learners get the support they require (see Appendix 2)

Addysgu a Dysgu

Mae addysgu a dysgu dysgwyr MATH yn fwyaf effeithiol pan fydd gan athrawon ddisgwyliadau uchel; byddant yn gosod targedau priodol ac yn darparu arweiniad clir ar y cam nesa. Bydd perthynas dda rhwng yr athrawon a'r dysgwr MATH yn cael effaith gadarnhaol ar y dysgu. Yn gyffredinol, mae disgyblion mwy galluog yn croesawu her ac yn aml yn hoffi cymryd yr awenau wrth gynllunio'u dysgu eu hunain. Yn aml mae'n well ganddyn nhw weithio ar eu cyflymder eu hunain a bydd rhai yn ymgolli mewn dysgu; ni fyddant am roi'r gorau iddi ac efallai y byddant yn teimlo'n anfodlon pan ddaw rhan dysgu annibynnol y wers i ben. Nid un ymyriad yw'r ateb, ond yn hytrach cyfres o ymyriadau.

Gallai strategaethau Dysgu ac Addysgu gynnwys lle bo'n briodol:

- Gwersi heriol i ysbrydoli ac ysgogi dysgwyr
- Meini prawf llwyddiant wedi eu rhannu sy'n caniatáu cynnydd eithriadol, a hynny yn ei dro yn cynnwys defnyddio tonnau unigol o ymyrraeth
- Mabwysiadu dull datrys problemau
- Mabwysiadu dull sy'n seiliedig ar sgiliau
- Cydnabod llwyddiant a chyflawniadau trwy arddangosiadau a gwobrau
- Cwestiynau heriol sy'n annog myfyrwyr i feddwl cyn iddynt ateb a theimlo'n gysurus wrth roi cynnig arni
- Tasgau/cwestiynau gwahaniaethol a chynllun sgaffald i sicrhau bod pob myfyriwr yn cael ei herio'n llawn
- Tasgau gwaith cartref llawn dychymyg i greu amrywiaeth yn y dysgu
- Gwaith estynedig sy'n cynyddu meddwl beirniadol yn hytrach na 'mwy o'r un peth'
- Cefnogaeth ychwanegol trwy drafodaethau neu ymyriadau unigol
- Mynediad at adnoddau a llenyddiaeth sy'n ysbrydoli, ymestyn a herio
- Canmoliaeth ac adborth (bydd llawer o ddisgyblion Mwy Abl yn berffeithwyr ac yn aml byddant yn teimlo nad yw eu gwaith yn ddigon da)
- Marcio ar gyfer Gwelliant i ennyn diddordeb disgyblion mewn Asesu ar gyfer Dysgu, fel bod myfyrwyr yn berchen ar eu cynnydd
- Cyfleoedd dysgu annibynnol a chyfleoedd dysgu ar wahân i'r cwricwlwm
- Annog disgyblion sydd wedi eu hadnabod i rannu eu harbenigedd a'u sgiliau, ac i gefnogi eraill lle bo modd
- Dysgu carlam
- Astudio annibynnol
- Ymwybyddiaeth o fetawybyddiaeth

Teaching and Learning

The teaching and learning of MAT learners is most effective when the teachers have high expectations, set appropriate targets and provide clear guidance of where to go next. Good relationships between teachers and the MAT learner will impact positively on learning. More able pupils in general welcome challenge and often like to take a lead in shaping their own learning. They often prefer to work at their own pace and some will immerse themselves in learning, not wanting to stop or being displeased when the independent learning section of a lesson ends. A single intervention is not the answer, but instead a 'suite' of interventions.

Teaching and Learning strategies could include where appropriate:

- Challenging lessons to inspire and motivate learners
- Shared success criteria that allows for exceptional progress, which includes the use of individualised waves of intervention
- Adopting a problem-solving approach
- Adopting a skills-based approach
- Acknowledging success and achievements through displays and rewards
- Challenging questions which encourage students to think before they reply and become comfortable with 'having a go'
- Differentiated tasks/questions and a scaffold approach to ensure all students are fully challenged
- Imaginative homework tasks to create variation in learning
- Extension work which increases critical thinking and that is not just 'more of the same'
- Extra support through individual discussions or interventions
- Access to resources and literature that inspire, stretch and challenge
- Praise and feedback (a lot of "More Able" pupils will be perfectionists and often feel that their work is not good enough)
- Marking for Improvement to engage pupils in AFL, so students have ownership of their progress
- Independent learning opportunities and learning opportunities away from the curriculum
- Encouraging identified pupils to share their expertise and skills, supporting others where possible
- Accelerated learning
- Independent study
- Awareness of metacognition

Atodiadau

Atodiad 1

Enghreifftiau o feini prawf MATH mewn pynciau penodol er mwyn adnabod dysgwyr MATH

Celf

Gall dysgwyr mwy galluog mewn Celf arddangos detholiad o'r nodweddion canlynol:

- Meddwl a mynegi eu hunain mewn ffyrdd creadigol, gwreiddiol
- Eisiau dilyn llwybr gwahanol i eraill, herio tasgau a roddir neu estyn eu cyfarwyddyd i gyfeiriadau sy'n ymddangos yn ddigyswllt
- Brwdfrydig, diddordeb yn y byd gweledol; awydd cryf i greu mewn ffurf weledol
- Eu hysgogi gan syniadau ac yn dyfalbarhau nes eu bod wedi cwblhau tasg yn llwyddiannus, heb ddim neu fawr o ymyrraeth gan yr athro
- Cymryd risgiau heb wybod beth fydd y canlyniad
- Gallant fod yn hynod a dangos hiwmor
- Diddordeb yn y byd celf, ffurfiau celf a diwylliant
- Dadansoddi a dehongli eu harsylwadau a'u cyflwyno'n greadigol
- Gweithio mewn ffyrdd arloesol
- Mwynhau arbrofi gyda defnyddiau; gallu mynd y tu hwnt i'r ffiniau arferol a defnyddio deunyddiau a phrosesau mewn ffyrdd creadigol ac ymarferol
- Cyfleu syniadau, mewnwelediadau a safbwyntiau gwreiddiol
- Hyder wrth ddefnyddio ystod eang o offer a thechnegau yn fedrus
- Yn awyddus i ymestyn eu galluoedd technegol; gallant brofi rhwystredigaeth pan na fydd sgiliau eraill yn datblygu yr un pryd
- Archwilio syniadau, problemau a ffynonellau ar eu pen eu hunain ac ar y cyd, gydag ymdeimlad o bwrpas ac ystyr
- Gwneud cysylltiadau anarferol rhwng eu gwaith eu hunain a gwaith pobl eraill
- Gwerthuso'n feirniadol waith gweledol a gwybodaeth arall

DS: Gall doniau yn y celfyddydau eu datgelu eu hunain yn gynnar o dan yr amodau cywir, ond gallant hefyd aros yn gudd os na bydd y dysgwr yn cael cyfleon neu yn derbyn anogaeth.

Appendices

Appendix 1

Example of MAT subject specific criteria to be used for identifying of MAT learners

Art

More able learners in art may display a selection of the following characteristics:

- Think and express themselves in creative, original ways
- Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions
- Enthusiastic and interested in the visual world; have a strong desire to create in the visual form
- Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher
- Take risks without knowing what the outcome will be
- Can be quirky and display humour
- Interested in the art world, art forms and culture
- Analyse and interpret their observations and present them creatively
- Work in innovative ways
- Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways
- Communicate original ideas, insights and views
- Confidence in using a wide range of tools and techniques skilfully
- Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time
- Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- Make unusual connections between their own work and others' work
- Critically evaluate visual work and other information

NB: Aptitudes in the arts may reveal themselves early given the right conditions, but can also remain hidden if a learner has limited encouragement or opportunity.

Dylunio a Thechnoleg

Gall dysgwyr mwy galluog mewn Dylunio a Thechnoleg arddangos detholiad o'r nodweddion canlynol:

- Lefelau uchel o ddealltwriaeth a chymhwysiad technolegol
- Sgiliau creu o ansawdd uchel a sgiliau ymarferol manwl gywir
- Derbyn a thrafod syniadau newydd yn frwd; cysyniadu y tu hwnt i'r wybodaeth a roddir
- Cael fflachiadau o ysbrydoliaeth a syniadau hynod wreiddiol neu arloesol
- Arddangos gwahanol ffyrdd o weithio neu ddulliau gwahanol o ymdrin â materion
- Adnabod yr ateb syml a thaclus o blith data cymhleth ac anhrefnus
- Myfyriol a dangos hunanfeirniadaeth mewn dull adeiladol
- Cysylltu'r cyfarwydd â'r hyn sy'n newydd
- Gallu cymhwyso mewn 2D neu 3D
- Trosglwyddo ac addasu syniadau o'r hyn sy'n cyfarwydd i broblem newydd
- Sensitif i faterion esthetig, cymdeithasol a diwylliannol wrth ddylunio a gwerthuso
- Gallu dadansoddi a dehongli cynhyrchion yn drylwyr
- Gwneud ymchwil annibynnol er mwyn datrys problemau
- Gweithio'n gyfforddus mewn cyd-destunau y tu hwnt i'w profiad eu hunain a dangos empathi ag anghenion a dymuniadau defnyddwyr

Design and technology

More able learners in design and technology may display a selection of the following characteristics:

- High levels of technological understanding and application
- High-quality making and precise practical skills
- Readily accept and discuss new ideas; conceptualise beyond the information given
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Identify the simple, elegant solution from complex, disorganised data
- Reflective and constructively self-critical
- Link the familiar with the novel
- See application in 2D or 3D
- Transfer and adapt ideas from the familiar to a new problem
- Sensitive to aesthetic, social and cultural issues when designing and evaluating
- Capable of rigorous analysis and interpretation of products
- Conduct independent research to solve problems
- Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

Saesneg/Cymraeg

Gall dysgwyr mwy galluog yn y Gymraeg neu'r Saesneg arddangos detholiad o'r nodweddion canlynol:

- Darllen yn eang, yn rhwydd ac yn annibynnol
- Darllen yn ystyrion, gan synhwyro'r ystyr a dod i gasgliad; gallu "darllen rhwng y llinellau"
- Ymdeimlo â naws iaith
- Defnyddio iaith yn fanwl gywir, yn dechnegol gywir
- Ymhyfrydu yn ystyr geiriau
- Defnyddio geirfa estynedig
- Dangos mwynhad wrth arbrofi/chwarae ag iaith ac estyn ffiniau'r iaith yn effeithiol
- Ymwybyddiaeth o nodweddion arbennig iaith, megis odl
- Ysgrifennu neu siarad mewn ffyrdd dychmygus, eglur ac argyhoeddiadol, gan ddangos dawn a chreadigedd
- Gallu mynegi syniadau yn gryno ac yn gain
- Deall hanfod arddulliau arbennig a'u haddasu i'w dibenion eu hunain
- Gallu dangos synnwyr digrifwch soffistigedig a gwerthfawrogiad o hiwmor; gall yr hiwmor hwn fod yn 'hynod'; deall eironi ac ati
- Cyfrannu gydag ymatebion treiddgar, beirniadol
- Gallu dadansoddi eu gwaith eu hunain
- Gallu cynhyrchu gwaith ysgrifenedig sy'n sylweddol ac yn gynnyrch ymdrech barhaus ac ymwybodol
- Ymhelaethu ar gynnwys mewn modd sy'n eithriadol i'w hoedran
- Gallu ymwneud yn ddifrifol ac yn greadigol â themâu moesol a chymdeithasol a fynegir mewn llenyddiaeth
- Gallu cyfiawnhau barn yn argyhoeddiadol a herio safbwyntiau eraill
- Sgiliau cyfathrebu cryf
- Siaradwyr huawdl a hyderus
- Sgiliau gwrando da iawn
- Dangos brwdfrydedd a mwynhad yn y pwnc; gallant fod yn sensitif

DS: Gall dysgwyr sy'n fwy galluog yn y Gymraeg neu'r Saesneg ddangos gallu amlwg wrth ddarllen, ysgrifennu, siarad a gwrando. Fodd bynnag, nid yw'n anarferol os bydd datblygiad yn un o'r meysydd hyn yn amlycach nag mewn maes arall, e.e. gall plant iau sy'n ddarllenwyr rhugl fod yn ysgrifenyddion anfoddog.

English/Welsh

More able learners in English or Welsh may display a selection of the following characteristics:

- Read widely, fluently and independently
- Read with meaning, drawing on inference and deduction; can “read between the lines”
- Sensitive to the nuance of language
- Use language precisely, with technical accuracy
- Delight in the meaning of words
- Use extended vocabulary
- Show pleasure and involvement in experimenting/playing with language and manipulating language to effect
- Awareness of the special features of language, such as rhyme
- Write or talk in imaginative, lucid and cogent ways, showing flair and creativity
- Can express ideas succinctly and elegantly
- Grasp the essence of particular styles and adapt them to their own purposes
- Can display a sophisticated sense and appreciation of humour; this humour can be “quirky”; understand irony etc
- Contribute with incisive, critical responses
- Can analyse own work
- Can produce written work that is substantial and the product of sustained, well- directed effort
- Elaborate on content that is exceptional for their age
- Can engage seriously and creatively with moral and social themes expressed in literature
- Can justify opinions convincingly and challenge others’ points of view
- Strong communicative skills
- Articulate and confident speakers
- Very good listening skills
- Show enthusiasm and enjoyment in the subject; can be sensitive

NB: Learners who are more able in English or Welsh may demonstrate marked ability in reading, writing, speaking and listening. However, it is not unusual for development in one of these areas to be more pronounced than in others, e.g. younger children who are fluent readers may be reluctant writers.

Daearyddiaeth

Gall dysgwyr mwy galluog mewn Daearyddiaeth arddangos detholiad o'r nodweddion canlynol:

- Deall cysyniadau'n glir; gallu cymhwyso'r ddealltwriaeth hon i sefyllfaoedd newydd er mwyn dehongli a datblygu damcaniaethau, dod i gasgliadau ac archwilio datrysiadau
- Deall syniadau a damcaniaethau daearyddol; eu cymhwyso at sefyllfaoedd go iawn
- Cyfathrebu'n effeithiol yn ysgrifenedig ac ar lafar, mewn ffyrdd sy'n briodol i'r dasg a'r gynulleidfa
- Dysgu geirfa pwnc-benodol a'i defnyddio'n gywir
- Rhesymu, dadlau a meddwl yn rhesymegol
- Gallu trin symbolau haniaethol ac adnabod patrymau a dilyniannau
- Defnyddio a chymhwyso egwyddorion a fformiwlâu mathemategol i ddatrys tasgau a phroblemau daearyddol
- Canfod eu cwestiynau daearyddol eu hunain a'r ymchwiliadau sy'n codi o hynny
- Deall, a gallu esbonio, prosesau a pherthnasoedd cymhleth
- Mwynhau defnyddio graffiau, siartiau, mapiau, diagramau a dulliau gweledol eraill o gyflwyno gwybodaeth
- Cymwys a hyderus wrth ddefnyddio'r ystod eang o adnoddau gweledol sydd eu hangen
- Safbwyntiau wedi'u hystyried yn dda ar faterion megis yr amgylchedd a bywyd mewn gwahanol leoedd
- Gwybodaeth gyffredinol eang am y byd a materion cyfoes
- Gallu trosglwyddo gwybodaeth o un pwnc i'r llall
- Creadigol a gwreiddiol eu meddwl, yn aml yn mynd y tu hwnt i'r atebion amlwg

Geography

More able learners in geography may display a selection of the following characteristics:

- Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions
- Understand geographical ideas and theories; apply them to real situations
- Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience
- Learn subject-specific vocabulary and use it accurately
- Reason, argue and think logically
- Able to manipulate abstract symbols and recognise patterns and sequences
- Use and apply mathematical principles and formulae to solve geographical tasks and problems
- Identify their own geographical questions and sequence investigations
- Understand, and able to explain, complex processes and interrelationships
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Competent and confident in using the wide range of visual resources required
- Well-considered opinions on issues such as the environment and life in different places
- Wide-ranging general knowledge about the world and topical issues
- Able to transfer knowledge from one subject to another
- Creative and original in their thinking, frequently going beyond the obvious solutions

Hanes

Gall dysgwyr mwy galluog mewn Hanes arddangos detholiad o'r nodweddion canlynol:

- Perfformio ar lefelau llythrennedd sy'n uchel ar gyfer eu hoedran
- Gallu cyfathrebu'n effeithiol mewn gwahanol ffurfiau
- Defnyddio geirfa pwnc-benodol yn gywir ac yn hyderus
- Dangos sgil arbennig wrth ddehongli a dod i gasgliad
- Gallu gwneud cysylltiadau rhesymegol rhwng digwyddiadau a phobl
- Dealltwriaeth dda o achos ac effaith
- Gallu gosod gwybodaeth newydd a gwybodaeth a gafwyd yn flaenorol mewn fframwaith cronolegol
- Ystod eang o wybodaeth gyffredinol a hanesyddol
- Gallu trafod arwyddocâd digwyddiadau, pobl a newidiadau
- Aeddfedrwydd yn y gallu i ddadansoddi ffynonellau hanesyddol a threfnu gwybodaeth hanesyddol
- Gallu dangos a defnyddio sylfaen wybodaeth eang a chynyddol
- Gallu defnyddio sawl ffynhonnell yn gyfochrog gyda hyder a chanfyddiad, gan gynnwys rhai cymhleth ac amwys
- Ymwybyddiaeth frwd o nodweddion gwahanol gyfnodau hanesyddol
- Gallu cwestiynu, herio a datblygu eu llwybrau ymholi eu hunain
- Gafael a dealltwriaeth dda o ddehongli hanesyddol
- Gallu gwneud cysylltiadau dychmygus rhwng y testunau a astudir mewn meysydd pwnc lluosog
- Y gallu i ddamcaniaethu; gwneud dyfarniadau a'u cyfiawnhau
- Gallu mabwysiadu cysyniadau eang
- Cynnig mewnwelediadau annisgwyl
- Parodrwydd i chwilio am wybodaeth a syniadau newydd
- Meddwl ymholgar
- Gallu ymdopi â chasgliadau petrus
- Synnwyr empathi a dychymyg datblygedig
- Defnyddio ymweliadau â safleoedd hanesyddol fel sail ar gyfer ymholiadau pellach

DS: Gall gymryd amser cyn i allu uchel mewn hanes ddod i'r amlwg, oherwydd bydd natur y pwnc yn aml yn gofyn am aeddfedrwydd. Fodd bynnag, gall plant ifanc ddangos brwdfrydedd a diddordeb amlwg mewn hanes a gall hyn ddatblygu wrth iddynt aeddfedu.

History

More able learners in history may display a selection of the following characteristics:

- perform at levels of literacy that are advanced for their age
- Able to communicate effectively in different forms
- Use subject-specific vocabulary with accuracy and confidence
- Show particular skill at inference and deduction
- Able to make logical connections between events and people
- Good understanding of cause and effect
- Able to set both new and previously acquired information in a chronological framework
- Broad range of general and historical knowledge
- Can discuss the significance of events, people and changes
- Maturity in ability to analyse historical sources and organise historical information
- Able to demonstrate and use a wide and growing knowledge base
- Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones
- Keen awareness of the characteristics of different historical periods
- Able to question, challenge and develop own lines of enquiry
- Good grasp and understanding of historical interpretation
- Can make imaginative links between the topics studied in multiple subject fields
- Ability to hypothesise; can make judgements and justify them
- Can take on broad concepts
- Offer unexpected insights
- Willingness to search for new information and ideas
- Enquiring mind
- Can cope with tentative conclusions
- Developed sense of empathy and imagination
- Use visits to historical sites as a basis for further investigation

NB: High ability in history can take time to emerge, as the nature of the subject can often require maturity. However, young children can display a marked interest and enthusiasm for history that can develop as they mature.

TGCh

Gall dysgwyr mwy galluog mewn TGCh arddangos detholiad o'r nodweddion canlynol:

- Defnyddio a dysgu am galedwedd a meddalwedd TGCh yn gyflym, yn hyderus, yn effeithlon ac yn annibynnol
- Dangos gallu TGCh sydd gryn dipyn yn uwch na'r hyn a ddisgwylir ar gyfer eu hoedran
- Defnyddio TGCh i gefnogi eu hastudiaethau mewn pynciau eraill
- Defnyddio eu sgiliau a'u gwybodaeth am TGCh i ddatrys problemau, dylunio systemau gwybodaeth ac awgrymu gwelliannau i systemau presennol
- Ystyried cyfyngiadau offer TGCh a ffynonellau gwybodaeth
- Ystyried materion cymdeithasol, economaidd a moesegol sy'n codi wrth ddefnyddio TGCh
- Ystyried i ba ddiben y caiff gwybodaeth ei phrosesu a'i chyfleu, a sut mae nodweddion gwahanol fathau o wybodaeth yn dylanwadu ar y defnydd a wneir ohoni
- Menter i fanteisio ar botensial nodweddion mwy datblygedig offer a sgiliau TGCh, e.e. codio
- Archwilio'n annibynnol y tu hwnt i ffiniau pwnc penodol yn TGCh
- Datblygu systemau sy'n cwrdd ag anghenion a diddordebau personol
- Amgyffred a rhagfwrriadu strwythurau, er enghraifft, strwythurau mewn data a chyfeiriaduron
- Eu cynhyrfu yn hytrach na theimlo'n rhwystredig, wrth wynebu problemau; dangos dycnwch a chreadigedd wrth eu datrys
- Awydd a gallu i helpu eraill, er enghraifft, esbonio rhesymeg y camau sydd eu hanegn

DS: Gall llawer o ddysgwyr ddechrau'r ysgol gyda sgiliau a gwybodaeth ddatblygedig mewn agweddau ar TGCh. Efallai y bydd gan rai sgiliau a gwybodaeth mewn agweddau mwy cymhleth, gan gynnwys codio. Dylai athrawon fod yn ymwybodol o hyn a darparu cyfleoedd i'w datblygu a'u cymhwyso ymhellach.

ICT

More able learners in ICT may display a selection of the following characteristics:

- Use and learn about ICT hardware and software quickly, confidently, efficiently and independently
- Demonstrate ICT capability significantly above that expected for their age
- Use ICT to support their studies in other subjects
- Use their skills and knowledge of ICT to solve problems, design information systems and suggest improvements to existing systems
- Consider the limitations of ICT tools and information sources
- Consider social, economic and ethical issues raised by the use of ICT
- Consider the purpose for which information is processed and communicated, and how the characteristics of different kinds of information influence its use
- Use initiative to exploit the potential of more advanced features of ICT tools and skills, e.g. coding
- Explore independently beyond the given breadth of an ICT topic
- Develop systems that meet personal needs and interests
- Grasp and premeditate structures, for example structures in data and directories
- Intrigued, rather than frustrated, by problems; show tenacity and creativity when solving them
- Inclination and ability to help others, e.g. explaining the logic of required steps

NB: Many learners may enter school with well-developed skills and knowledge in aspects of ICT. Some may have skills and knowledge in more advanced aspects, including coding. Teachers should be aware of this and provide opportunities for their further development and application.

Mathemateg

Gall dysgwyr mwy galluog mewn Mathemateg arddangos detholiad o'r nodweddion canlynol:

- Cofio ddeunydd mathemategol yn gyflym a chywir
- Dysgu a deall syniadau mathemategol yn gyflym
- Meddwl yn rhesymegol: gallu gwirio, cyfiawnhau a phrofi
- Gweithio'n drefnus ac yn gywir
- Gallu dadansoddol
- Adnabod patrymau yn rhwydd a gweld strwythur ffurfiol problem mewn ffordd sy'n arwain at syniadau ar gyfer gweithredu
- Defnyddio symbolau mathemategol yn gywir ac yn hyderus fel rhan o'r broses feddwl
- Gwneud camau breision wrth resymu
- Meddwl yn hyblyg, gan addasu dulliau datrys problemau
- Dangos chwilfrydedd a brwdfrydedd wrth fynd i'r afael â phroblemau mathemategol
- Gwneud cysylltiadau rhwng y cysyniadau a ddysgwyd
- Gallu defnyddio dull creadigol o ddatrys problemau mathemategol
- Gwrthdroi cyfeiriad eu meddwl – gallu gweithio yn ôl ac ymlaen wrth ddatrys problem
- Cyfleu eu rhesymu a chyfiawnhau eu dulliau
- Canolbwyntio pan fydd tasgau hirach i'w gwneud a dal ati i chwilio am atebion
- Mwynhau gweithio mewn mwy o ddyfnder
- Medrus wrth ofyn eu cwestiynau eu hunain a dilyn llinellau ymholi
- Ymhyfrydu mewn rhifau a'u defnyddio mewn meysydd eraill o'r cwricwlwm, e.e. adrodd stori
- Mwynhau posau a phroblemau mathemategol

DS: Mae rhai dysgwyr sy'n hynod o alluog mewn mathemateg yn perfformio ar lefelau sy'n anarferol o uchel ar gyfer eu hoedran. Argymhellir herio'r disgybl gyda gweithgareddau cyfoethogi ac ymestynnol yn hytrach na rhuthro drwy'r cwricwlwm.

Mathematics

More able learners in mathematics may display a selection of the following characteristics:

- Rapid and sound memorisation of mathematical material
- Learn and understand mathematical ideas quickly
- Reason logically: can verify, justify and prove
- Work systematically and accurately
- More analytical
- Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action
- Use mathematical symbols accurately and confidently as part of the thinking process
- Make jumps in reasoning
- Think flexibly, adapting problem-solving approaches
- Demonstrate curiosity and enthusiasm for mathematical problems
- Make connections between the concepts they have learned
- Can take a creative approach to solving mathematical problems
- Reverse their direction of thought – may work backwards and forwards when solving a problem
- Communicate their reasoning and justify their methods
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Enjoy working at increased depth
- Adept at posing their own questions and pursuing lines of enquiry
- Take delight in numbers and use them in other areas of the curriculum, e.g. story- telling
- Enjoy mathematical puzzles and problems

NB: Some learners who are highly able in mathematics perform at levels that are unusually advanced for their age. It is recommended to challenge the pupil with broad but challenging enrichment and extension activities, rather than accelerate through the curriculum.

leithoedd Modern Tramor

Gall dysgwyr mwy galluog mewn leithoedd Modern Tramor arddangos detholiad o'r nodweddion canlynol:

- Ymwybyddiaeth gynnar o'r ail iaith fel system ar wahân
- Chwilfrydedd ynghylch sut mae iaith yn gweithio
- Gallu allosod rheolau cyffredinol o samplau
- Gallu dysgu iaith a strwythurau newydd yn gyflym
- Gallu gwneud cysylltiadau a dosbarthu geiriau a strwythurau, e.e. i'w helpu i ddysgu'n fwy effeithlon
- Gallu adnabod, cofio ac atgynhyrchu seiniau newydd
- Awydd cryf i roi iaith at ei gilydd ar eu pen eu hunain
- Creadigrwydd a dychymyg wrth ddefnyddio iaith
- Yr awydd i ofyn cwestiynau pellach a chwilio am atebion
- Ymwybyddiaeth o ystod o strategaethau ar gyfer dysgu a'u defnyddio
- Diddordeb dwys yn nodweddion diwylliannol yr iaith a astudir
- Gallu trosglwyddo sgiliau i ieithoedd eraill

DS: Mae dod yn ddysgwr iaith cymwys ac annibynnol yn broses sy'n datblygu ochr yn ochr ag aeddfedrwydd deallusol a chynefindra â'r iaith a'r diwylliant. Mae datblygiad ieithyddol hefyd yn ddibynnol iawn ar fewnbwn a chyfle.

Gall dwyieithrwydd awgrymu dawn eithriadol wrth ddysgu iaith er nad yw hynny'n digwydd bob tro, ond mae ystyried profiad ac arbenigedd dysgwyr mewn iaith arall (e.e. iaith y cartref) yn ffactor pwysig wrth gynllunio ac wrth feithrin hyder a chymhelliant.

Modern foreign languages

- More able learners in modern foreign languages may display a selection of the following characteristics:
- Early awareness of the second language as a separate system
- Curiosity about how language works
- Ability to extrapolate general rules from samples
- Ability to pick up new language and structures quickly
- Ability to make connections and classify words and structures, e.g. to help them learn more efficiently
- Ability to identify, memorise and reproduce new sounds
- Strong desire to put language together by themselves
- Creativity and imagination when using language
- Desire to ask further questions and seek solutions
- Awareness and use of a range of strategies for learning
- Intense interest in the cultural features of the language studied
- Ability to transfer skills across and to other languages

NB: Becoming a competent and independent language learner is a process which develops alongside intellectual maturity and familiarity with the language and culture. Linguistic development is also very dependent on input and opportunity.

Bilingualism may or may not indicate exceptional aptitude in language learning, but taking account of learners' experience and expertise in another language (e.g. home language) is an important factor in planning and in building confidence and motivation.

Cerddoriaeth

Gall dysgwyr mwy galluog mewn Cerddoriaeth arddangos detholiad o'r nodweddion canlynol:

- Wedi eu swyno gan sain ac yn ymgysylltu'n llwyr â cherddoriaeth
- Dewis offeryn yn ofalus; efallai y byddant yn amharod i ildio'r offeryn
- Ei chael yn anodd peidio ag ymateb yn gorfforol i gerddoriaeth
- Cofio cerddoriaeth yn gyflym, heb unrhyw ymdrech amlwg
- Gallu ailadrodd brawddegau rhythmig a melodig mwy cymhleth a roddir gan yr athro ac ailadrodd alawon (weithiau ar ôl eu clywed unwaith yn unig)
- Canu a chwarae cerddoriaeth gydag ymwybyddiaeth naturiol o'r brawddegau cerddorol; mae'r gerddoriaeth yn gwneud synnwyr
- Ymdeimlo ag alaw, ansawdd, rhythmau a phatrymau
- Arddangos y gallu i gyfathrebu trwy gerddoriaeth, er enghraifft, trwy ganu gyda mynegiant cerddorol a gyda hyder
- Dangos awydd cryf, unplygrwydd ac ysfafewnol barhaus i greu cerddoriaeth
- Meddu ar y cymhelliant a'r ymroddiad i ddyfalbarhau ac ymarfer; dangos ymrwymiad i gyflawni rhagoriaeth

DS: Bydd disgyblion fel arfer yn dangos eu dawn gerddorol trwy ansawdd eu hymatebion yn hytrach na thrwy gymhlethdod eu hymatebion. Mae'n anodd iawn diffinio ansawdd cerddoriaeth mewn geiriau, gan fod cerddoriaeth yn ffurf o gyfathrebu sy'n wahanol i iaith. Felly, mae dawn gerddorol yn ymwneud ag arddangos ymateb o ansawdd uwch o fewn lefelau lawn cymaint â chyrhaeddiad ar lefelau uwch. Mae dawn gerddorol i'w gweld ar bob lefel o gyrhaeddiad. Mae'r rhai sydd â gallu mawr mewn cerddoriaeth yn dangos affinedd arbennig â sain. Mae'r math hwn o allu weithiau'n anodd ei adnabod, yn enwedig pan nad yw'n cael ei gyfuno â gallu mwy cyffredinol.

Gall dawn mewn cerddoriaeth ei ddatgelu ei hun yn gynnar o dan yr amodau cywir, ond gall hefyd aros yn gudd os na bydd y dysgwr yn cael cyfleon neu yn derbyn anogaeth. Gall athrawon ddod ar draws disgyblion y mae eu sgiliau cerddorol a'u perfformiadau wedi'u datblygu i'r fath raddau fel ei bod yn anodd darparu ar eu cyfer yn yr ystafell ddosbarth bob dydd – yn ogystal â disgyblion addawol y mae eu doniau yn llai amlwg, ac sydd angen datblygu eu sgiliau trwy ymroddiad a ffocws.

Music

More able learners in music may display a selection of the following characteristics:

- Captivated by sound and engage fully with music
- Select an instrument with care; may be unwilling to relinquish the instrument
- Find it difficult not to respond physically to music
- Memorise music quickly, without any apparent effort
- Able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after only one hearing)
- Sing and play music with a natural awareness of the musical phrase; the music makes sense
- Particularly sensitive to melody, timbre, rhythms and patterns
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- Show strong preferences, single-mindedness and a sustained inner drive to make music
- Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence

NB: Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore, musical talent is at least as much about demonstrating a higher-quality response within levels as about attainment at higher levels. Musical talent can be seen at every level of attainment. Those with a high ability in music show a particular affinity with sound. This type of ability is sometimes difficult to identify, especially when it is not combined with more general ability.

Aptitude in music may reveal itself early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity. Teachers may encounter pupils whose musical skills and performance are developed to such an extent that it is difficult to provide for them in the everyday classroom – as well as pupils in whom abilities of great promise are merely latent, and who need intensive and focused development of skills.

Addysg Gorfforol

Gall dysgwyr mwy galluog mewn Addysg Gorfforol arddangos detholiad o'r nodweddion canlynol:

- Defnyddio'r corff yn hyderus mewn ffyrdd gwahaniaethol, llawn mynegiant a dychmygus
- Synnwyr da o siâp, cyfeiriad gofod ac amseru
- Symudiadau rhugl a gallant fod yn osgeiddig
- Gradd uchel o reolaeth ar eu corff; rheolaeth dda ar symudiadau corfforol bras a mân a'r gallu i drin gwrthrychau yn fedrus
- Lefel uchel o gymhelliant ac ymrwymiad i ymarfer a pherfformio
- Defnyddio termau technegol yn effeithiol, yn gywir ac yn rhugl
- Gallu dadansoddi a gwerthuso eu gwaith eu hunain a gwaith eraill, gan ddefnyddio canlyniadau ar gyfer hunan-wella
- Lefel uchel o ddealltwriaeth o egwyddorion ymarfer sy'n gysylltiedig ag iechyd a'r gallu i'w cymhwyso mewn amrywiaeth o weithgareddau
- Lefelau ffitrwydd arbennig o uchel ar gyfer eu hoedran
- Cryfderau penodol mewn meysydd penodol, e.e. gemau neu ddawns
- Gallu perfformio sgiliau a thechnegau uwch a throsglwyddo sgiliau rhwng gweithgareddau
- Gwneud penderfyniadau da; gallu cymryd y cam cyntaf; dangos ymreolaeth, arweinyddiaeth ac annibyniaeth barn
- Gallu myfyrio ar brosesau a chanlyniadau er mwyn gwella perfformiad
- Cymryd risgiau gyda syniadau a dulliau
- Dangos dyfalbarhad ac ymrwymiad
- Cymryd rhan mewn ystod o weithgareddau allgyrsiol cysylltiedig
- Deall yr angen am hyfforddiant effeithiol

DS: Yn ogystal â'r nodweddion uchod, bydd gan chwaraeon a gweithgareddau corfforol penodol eu rhestr eu hunain o sgiliau a galluoedd.

Physical education

More able learners in physical education may display a selection of the following characteristics:

- Use the body with confidence in differentiated, expressive and imaginative ways
- Good sense of shape, space direction and timing
- Movement is fluent and can be elegant
- High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully
- High degree of motivation and commitment to practice and performance
- Use technical terms effectively, accurately and fluently
- Able to analyse and evaluate their own and others' work, using results for self- improvement
- High level of understanding of principles of health-related exercise and their application in a variety of activities
- Particularly high levels of fitness for their age
- Specific strengths in particular areas, e.g. games or dance
- Able to perform advanced skills and techniques and transfer skills between activities
- Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought
- Able to reflect on processes and outcomes to improve performance
- Take risks with ideas and approaches
- Show perseverance and commitment
- Involvement with a range of related extracurricular activities
- Understand the need for effective coaching

NB: In addition to the above characteristics, specific sports and physical activities will have their own list of skills and abilities.

Gwyddoniaeth

Gall dysgwyr mwy galluog mewn Gwyddoniaeth arddangos detholiad o'r nodweddion canlynol:

- Ymwybod sut mae'r cyd-destun yn dylanwadu ar ddehongli cynnwys gwyddoniaeth
- Adnabod patrymau a pherthnasoedd mewn data gwyddoniaeth
- Gallu damcaniaethu/rhagweld yn seiliedig ar dystiolaeth ddilys a dod i gasgliadau
- Penderfynu yn gyflym sut i ymchwilio'n deg a thrin newidynnau
- Mwynhau ymchwilio i ffeithiau dieithr a chymhwyso damcaniaethau, syniadau a modelau gwyddonol wrth egluro ystod o ffenomenâu
- Adnabod a phrosesu data dibynadwy, dilys a chywir; gallu esbonio pam mae data yn annibynadwy, yn annilys neu'n anghywir
- Yn chwilfrydig ynghylch sut mae pethau'n gweithio a pham mae pethau'n digwydd
- Sgiliau arsylwi da
- Mwynhau siarad â'r athro am wybodaeth neu syniadau newydd
- Meddwl yn hyblyg, cyffredinoli syniadau ac addasu dulliau datrys problemau
- Gofyn llawer o gwestiynau
- Mwynhau rhesymu rhesymegol
- Mae'n bosibl y byddan nhw'n gallu neidio ambell gam wrth resymu
- Ymdrechu i sicrhau'r radd uchaf o gywirdeb mewn mesuriadau o bob math
- Defnyddio geirfa uwch ac eang, gan gynnwys defnyddio iaith briodol o feysydd eraill y cwricwlwm megis mathemateg
- Cyflwyno dadleuon gwrthrychol, gan ddefnyddio cyfuniadau o dystiolaeth a syniadau creadigol, a chwestiynu casgliadau pobl eraill
- Diddordeb mawr mewn darganfod mwy am y pethau sydd o'u cwmpas
- Darllen llyfrau gwyddoniaeth neu ffuglen wyddonol yn eang
- Hobïau gwyddonol a/neu bod yn aelod o glybiau a chymdeithasau gwyddonol
- Gallu cynnal eu diddordeb a chanolbwyntio a mynd y tu hwnt i ateb amlwg gyda mwy o ddyfnder
- Gallu gwerthuso canfyddiadau a meddwl yn feirniadol; gallu bod yn hunanfeirniadol
- Yn diflasu'n rhwydd wrth glywed ailadrodd syniadau sylfaenol hyd syrffed; gallant fod yn ddi-hid ac yn ddiotal wrth fynd i'r afael â gwaith nad yw'n heriol

DS: Gall dysgwyr sy'n fwy galluog mewn Gwyddoniaeth ddangos diddordeb dwys mewn un maes arbennig o wyddoniaeth, weithiau ar draul pynciau eraill.

Science

More able learners in science may display a selection of the following characteristics:

- Aware of how the context influences the interpretation of science content
- Recognise patterns and relationships in science data
- Can hypothesise/predict based on valid evidence and draw conclusions
- Decide quickly how to investigate fairly and manipulate variables
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate
- Inquisitive about how things work and why things happen
- Good observational skills
- Enjoy talking with the teacher about new information or ideas
- Think flexibly, generalise ideas and adapt problem-solving approaches
- Ask many questions
- Enjoy logical reasoning
- May be able to miss out steps when reasoning
- Strive for maximum accuracy in measurements of all sorts
- Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Extremely interested in finding out more about things around them
- Read widely on science or science fiction
- Have scientific hobbies and/or members of scientific clubs and societies
- Able to sustain their interest and concentration and go beyond an obvious answer with greater depth
- Able to evaluate findings and think critically; can be self-critical
- Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly

NB: Learners who are more able in science can show intense interest in one particular area of science, sometimes to the exclusion of other topics.



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swyddfa@ygaberaeron.org.uk
Pennaeth / Headteacher:
Mr Owain Jones

Annwyl Riant/Gofalwr,

Yn Ysgol Gyfun Aberaeron rydym yn cydnabod pwysigrwydd sicrhau bod pob dysgwr yn derbyn lefel briodol a heriol o addysg a theimlad o gyflawni a chyfoethogi. Fel staff addysgu rydym yn ymdrechu i roi'r dechrau gorau mewn bywyd i'n dysgwyr a rhoi iddynt y cyfle i gyrraedd eu llawn botensial tra'n meithrin eu hawl i ddylanwadu ar y gwasanaethau sy'n effeithio arnynt. Yn Ysgol Gyfun Aberaeron rydym yn cydnabod ac yn dathlu doniau ein dysgwyr ac yn sylweddoli bod y doniau hyn i'w cael ar draws cwricwlwm yr ysgol, mewn chwaraeon, celfyddydau perfformio/ creadigol a thu allan i amgylchedd yr ysgol.

Rydym hefyd yn credu ei bod yn bwysig meithrin cyfathrebu cadarn gyda rhieni/gofalwyr drwy greu cyfrwng sy'n eu galluogi i gyfrannu at yr addysg a'r gwasanaethau y mae eu plant yn eu derbyn. Byddem yn gwerthfawrogi yn fawr pe bai modd i chi gymryd peth amser i rannu llwyddiannau a chyflawniadau eich plentyn fel y gallwn sicrhau eu bod yn cael eu dathlu a'u cydnabod yng nghymuned ein hysgol.

Manteisiwch os gwelwch yn dda ar y cyfle i gwblhau'r holiadur canlynol a gofynnwch i'ch plentyn ei ddychwelyd i'w diwtor dosbarth cyn gynted â phosibl. Gallai fod yn syniad da llenwi'r holiadur gyda'ch plentyn a dal ar y cyfle i drafod ac adnabod y nodweddion sy'n gwneud eich plentyn yr hyn ydyw.

Diolch ymlaen llaw,

Miss S. Evans

Pennaeth Cynorthwyol

Rydym yn croesawu gohebiaeth yn Gymraeg a Saesneg. Cewch ateb Cymraeg i bob gohebiaeth Gymraeg ac ateb Saesneg i bob gohebiaeth Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome correspondence in Welsh and English. Correspondence received in Welsh will be answered in Welsh and correspondence in English will be answered in English. Corresponding in Welsh will not involve any delay.



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Pennaeth / Headteacher:
Mr Owain Jones

Dear Parent/Guardian,

At Ysgol Gyfun Aberaeron we recognise the importance of ensuring that all learners receive an appropriate and challenging level of education and a feeling of fulfilment and enrichment. As a teaching staff we endeavour to give our learners the best start in life and provide the opportunity to reach their full potential whilst fostering their entitlement to influence the services that affect them. At Ysgol Gyfun Aberaeron we acknowledge and celebrate the talents of our learners by realising that these talents lie across the school curriculum, in sport, performing/creative arts and outside of the school environment.

We also believe in the importance of forging strong communication with parents/ guardians by creating an outlet by which they can contribute to the education and services that their children receive. We would greatly appreciate it if you could take some time to share your child's achievements and accomplishments so that we can ensure that they are celebrated and recognised in our school community.

Please take the opportunity to complete the following questionnaire and ask your child to return it to their form tutors as soon as possible. It could be a good idea to fill in the questionnaire together with your child and take advantage of it as an opportunity to discuss and recognise the characteristics that make your child the individual that they are.

Thanks in advance,

Miss S. Evans

Assistant Headteacher

Rydym yn croesawu gohebiaeth yn Gymraeg a Saesneg. Cewch ateb Cymraeg i bob gohebiaeth Gymraeg ac ateb Saesneg i bob gohebiaeth Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.
We welcome correspondence in Welsh and English. Correspondence received in Welsh will be answered in Welsh and correspondence in English will be answered in English. Corresponding in Welsh will not involve any delay.



Holiadur i Rieni

Enw'r plentyn : _____ Grŵp blwyddyn : _____ Dyddiad : _____

Beth mae eich plentyn yn ei wneud yn wirioneddol dda?

Yn eich barn chi pa gyflawniad mae eich plentyn yn fwyaf balch ohono?

Pa fath o bobl mae eich plentyn yn hoffi bod yn eu cwmni fwyaf?

Beth mae eich ffrindiau yn ei edmygu fwyaf am eich plentyn?

Beth mae eich plentyn yn ei fwynhau fwyaf yn yr ysgol?

Pa agwedd ar waith ysgol mae eich plentyn yn ei fwynhau fwyaf?

Beth mae eich plentyn yn hoffi ei wneud fwyaf gartref?

Beth sy'n ymddangos yn fwyaf pwysig i'ch plentyn ar hyn o bryd?
Oes rhywbeth arall fyddai'n ein helpu i adnabod doniau a thalentau arbennig eich plentyn?



Parental Questionnaire

Name of Child : _____ Year Group : _____ Date : _____

What does your child do really well?

What single achievement do you think your child is proudest of?

What sort of people does your child most like to be with?

What do your friends most admire in your child?

What does your child most enjoy about school?

What aspect of schoolwork does your child most enjoy?

What does your child most like doing at home?

What seems most important to your child at this time in his or her life?
Is there anything else which might help us identify your child's particular gifts and talents?

Atodiad 3

Templad Cynllun Her yr Unigolyn (CHU)

Enw'r dysgwr:	Dyddiad y CHU cychwynnol:	Yn bresennol yn y cyfarfod:
Dosbarth:	Dyddiad(au) yr arolwg nesaf:	
Dyddiad geni:		

Prif nod y CHU: ***Dylid cysylltu hyn ag achos yr atgyfeirio***

Proffil y disgybl: ***Maes/meysydd i'w hadnabod, gwybodaeth allweddol ar asesu, cryfderau, hobiau, gweithgareddau allgyrsiol (i'w gwblhau gan yr arweinydd/athro mwy abl)***

Rhwystrau/risgiau posibl:

Targedau ac amserlen	Gweithred (gan bwy/andodau)	Maen prawf llwyddiant gan gynnwys sut y mae'r dysgwr yn gweld hynny
1.		

2.		
<p>Sylw'r dysgwr ar y targedau/cyfraniad at gwrdd â'r targedau</p> <p>Llofnod y dysgwr:</p> <p style="text-align: right;">Dyddiad:</p>		
<p>Sylw rhiant/gofalwr ar y targedau/cyfraniad at gwrdd â'r targedau</p> <p>Llofnod y rhiant/gofalwr:</p> <p style="text-align: right;">Dyddiad:</p>		

Cyfarfod arolwg 1

Dyddiad y cyfarfod arolwg:	Yn bresennol yn y cyfarfod:
Nod 1	Cynnydd yng nghyd-destun pob targed
Nod 2	
Sylw'r dysgwr ar gynnydd/cyfraniad at y camau nesaf	
Llofnod y dysgwr:	Dyddiad:
Sylw rhiant/gofalwr ar gynnydd/cyfraniad at y camau nesaf	
Llofnod rhieni/gofalwr:	Dyddiad:

Cyfarfod arolwg 2

Dyddiad y cyfarfod arolwg:	Yn bresennol yn y cyfarfod:
Nod 1	Cynnydd yng nghyd-destun pob targed
Nod 2	
Sylw'r dysgwr ar gynnydd/cyfraniad at y camau nesaf	
Llofnod y dysgwr:	Dyddiad:
Sylw rhiant/gofalwr ar gynnydd/cyfraniad at y camau nesaf	
Llofnod rhieni/gofalwr:	Dyddiad:

Appendix 3

Individual Challenge Plan (ICP) Template

Learner name:	Date of initial ICP:	Present at the meeting:
Class:	Next review date(s):	
Date of birth:		

Overarching aim of the ICP: ***This should be linked to the reason for referral.***

Pupil profile: ***Area(s) of identification, key assessment information, strengths, hobbies, extracurricular (completed by more able lead/teacher)***

Potential barriers/risks:

Targets and timescales	Actions (by whom/resources)	Success criteria Including what that looks like for the learner
1.		

2.		
Learner comment on targets/contribution to meeting targets		
Learner signature:	Date:	
Parent/carer comment on targets/contribution to meeting targets		
Parent/carer signature:	Date:	

Review meeting 1

Review meeting date:	Present at the meeting:
Target 1	Progress against targets
Target 2	
Learner comment on progress/contribution to next steps	
Learner signature:	Date:
Parent/carer comment on progress/contribution to next steps	
Parent/carer signature:	Date:

Review meeting 2

Review meeting date:	Present at the meeting:
Target 1	Progress against targets
Target 2	
Learner comment on progress/contribution to next steps	
Learner signature:	Date:
Parent/carer comment on progress/contribution to next steps	
Parent/carer signature:	Date:

