

Ysgol Glan Gele



Ysgol Arloesi Dysgu Proffesiynol

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Gorau cam,cam cyntaf

Ysgol Glan Gele

GWE Pioneer Programme

Am Ysgol Glan Gele

Amdanom ni...

- ▶ Ysgol Fabanod yng Nghonwy
- ▶ 300 o ddisgyblion
- ▶ PYD ar hyn o bryd 30% - Grŵp 4 PYD
- ▶ **ESTYN 2015** Gweithio mewn partneriaeth
- ▶ “Mae’r ysgol yn datblygu arferion cydweithio rhagorol gyda nifer fawr o ysgolion eraill yn lleol ac yn genedlaethol.



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Mynd i'r afael ag Amddifadedd a Chynnal Safonau

- ▶ 30.4 PYD
- ▶ Abergele/ Pensarn safle 51 o'r wardiau mwyaf difreintiedig yng Nghymru 51/1760 (MALIC)
- ▶ Cyrhaeddiad yn y pum mlynedd diwethaf wedi bod yn y 25% uchaf o ysgolion ym mhob maes
- ▶ Estyn 2009 - 7 gradd 1 ym mhob maes a arolygwyd.
- ▶ Estyn 2015 - Rhagorol yn y tri maes allweddol ac am berfformiad presennol a rhagolygon ar gyfer gwella.

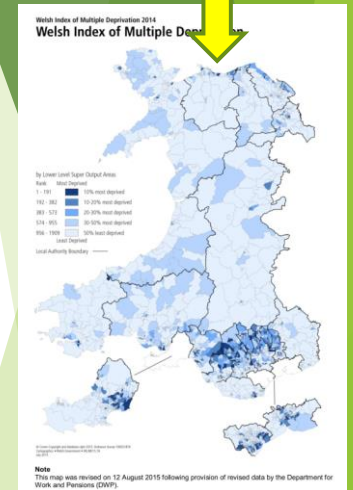


Table 4.1: Top ten most deprived LSOAs for children with limiting long-term illness

LSOA	Local Authority	LSOA Name	Rate (per 100,000)	Indicator count
W01001722	Cardiff	Cathays 5	15.464	15
W01001928	Conwy	Abergele/Pensarn 2	11.250	18
W01000964	Neath Port Talbot	Sandfields West 4	11.196	44
W01000958	Neath Port Talbot	Sandfields East 2	11.165	46
W01000896	Neath Port Talbot	Briton Ferry West 1	10.504	50
W01000993	Bridgend	Caerau (Bridgend) 3	10.000	39
W01000913	Neath Port Talbot	Coedffranc Central 2	9.767	21
W01000994	Bridgend	Caerau (Bridgend) 4	9.756	36
W01000886	Neath Port Talbot	Aberavon 4	9.627	31
W01000149	Conwy	Kinmel Bay 1	9.559	26



Strategaeth dros y 6 blynedd diwethaf

Ysgol sy'n hunan wella

- ▶ Rhannu gweledigaeth
- ▶ Staff yn deall eu rolau a'u cyfrifoldebau
- ▶ Ethos o hunan welliant parhaus
- ▶ Canolbwyntio ar addysgeg
- ▶ Arferion myfyriol
- ▶ Ymweld ag ysgolion eraill
- ▶ Gwneud cyswllt ag ysgolion eraill, a chefnogi'r naill a'r llall

Effaith

Deilliannau sy'n gyson ragorol i ddisgyblion

Ysgol Arloesi

- ▶ 30 Mehefin 2015, derbyniodd LLC argymhellion Dyfodol Llwyddiannus.
- ▶ Arloeswyr Digidol
- ▶ Arloeswyr y Fargen Newydd - **Ysgolion Dysgu Proffesiynol**
- ▶ Arloeswyr y Cwricwlwm

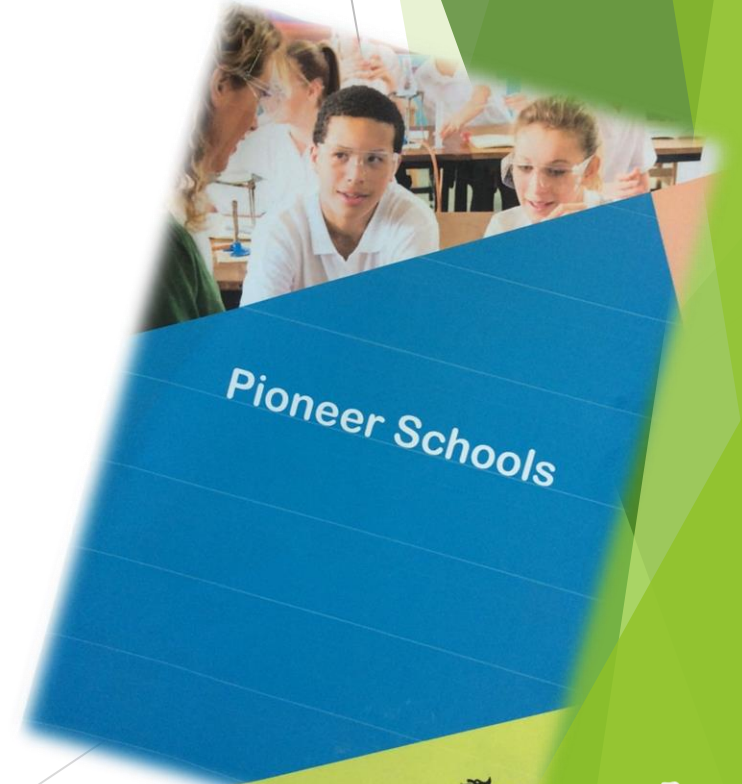
O fis Medi 2015

Tachwedd 2015

Ysgol Glan Gele



GWE Pioneer Programme



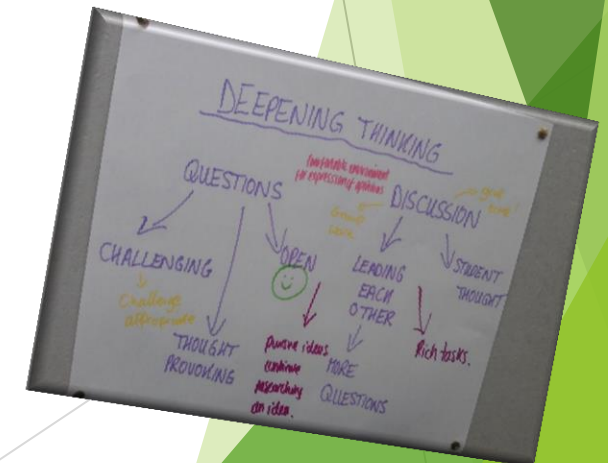
Bargen Newydd i'r Gweithlu Addysg

- ▶ Gweithio o fewn y consortia
- ▶ Darparu cyfleoedd i ddysgu'n broffesiynol
- ▶ Cefnogi ymarferwyr ar draws GwE
- ▶ Rhwydweithio gydag Ysgolion eraill y Fargen Newydd
- ▶ Hyfforddiant Olevi mis Ionawr 2016



Y Rhaglen Athrawon Eithriadol (RhAE) y Rhaglen Athrawon sy'n Gwella (RhAG)

- ▶ RhAE Ionawr 2016 gyda Dilyniant
- ▶ RhAG Medi 2016
- ▶ RhAG - Ionawr 2017
- ▶ RhAG - Gwanwyn 2017



Elfennau Allweddol y Rhaglenni hyn

- ▶ Cyfleoedd am Deithiau Dysgu
- ▶ Arsylwi gwersi bach
- ▶ Amser i fyfyrion ar arferion presennol a symud ymlaen
- ▶ Her ar bob lefel
- ▶ Ymroddiad
- ▶ Gwahaniaethu
- ▶ Cychwyn/cloi gwersi
- ▶ Cwestiynau ar lefel uchel
- ▶ Digon o gyfleoedd i drafod gyda chydweithwyr a rhannu syniadau
- ▶ Sesiynau dilynol



Effaith ar y dysgu

- ▶ Yr aelodau yn myfyrio mwy ar yr addysgu
- ▶ Creu mwy o wersi eithriadol
- ▶ Codi lefelau ymroddiad disgyblion mewn dysgu
- ▶ Mwy o barodrwydd i arloesi a mentro
- ▶ Cynllunio yn fwy myfyriol



"THE BEST TEACHER LEARNING
COMES FROM SEEING EACH OTHER
IN PRACTICE." - Lainie Rowell



Rhaglenni Dysgu Proffesiynol GwE



Professional Learning Programme



New Courses 2017

The latest dates for 2017

May

03/05/2017 - 1:00pm - 3:30pm - 'Outdoor Learning' training for Classroom Assistants (SD/SR)

12/05/2017 - 'Dads and Lads' (half day session starting at 9am) (ZC)

17/05/2017 - Outdoor Learning and Forest School (all day) (SD/SR)

19/05/2017 - Foundation Phase NQT (LM)

June

13/06/2017 – Synthetic Phonics (JM)

21/06/2017 - Outdoor Learning and Forest School (all day) (SD/SR)

28/06/2017 - 1:00pm - 3:30pm - 'Outdoor Learning' training for Classroom Assistants (SD/SR)

30/06/2017 - 'Mums and Chums' (half day session starting at 9am) (ZC)

July

- ▶ Medi 2016-17 YGG drwy ymgynghori â GwE wedi lansio cyfres o Raglenni Dysgu Proffesiynol (RhDP) i athrawon a chymorthyddion ar draws Gogledd Cymru
- ▶ Meysydd sy'n arwain y sector o fewn yr ysgol: Dysgu Awyr Agored, Cynnwys Rhieni; cefnogaeth a hyfforddiant i ANG
- ▶ Trefnwyd dyddiadau am y flwyddyn a hysbysebwyd cyrsiau drwy GwE.



Cynnwys y Cyrsiau

- ▶ Dysgu yn yr Awyr Agored ac Ysgolion Coedwig (diwrnod llawn - dechrau 9:15)
- ▶ Dysgu yn yr Awyr Agored ac Ysgolion Traeth (diwrnod llawn - dechrau 9:15)
- ▶ Dysgu yn yr Awyr Agored i Gymorthyddion Dosbarth (hanner diwrnod - dechrau 1:00pm)
- ▶ Mae'r cyrsiau yn gyfle i edrych ar y ffordd yr ydym yn defnyddio'r dosbarth awyr agored i gyfoethogi'r dysgu, a chyfle i arsylwi sesiynau.
- ▶ Mam a'i Ffrindiau - Cynnwys Rhieni (hanner diwrnod- dechrau 9:00)
- ▶ Dad a'r Hogiau (hanner diwrnod- dechrau 9:00) Cynnwys Rhieni
- ▶ Cynhelir y sesiynau ar ein Safle Ysgolion Coedwig ac edrychir ar sut rydym ni'n cynnwys rhieni yn nysgu eu plant i godi lefelau sgiliau rhifedd a llythrennedd.
- ▶ *Nodwch fod rhaid cael dillad cynnes ac esgidiau addas i'r cyrsiau tu allan.*
- ▶ Cyfnod Sylfaen i ANG (hanner diwrnod - dechrau 9:15)
- ▶ Yn ystod y sesiynau hyn, bydd cyfle i edrych ar sut rydym yn gweithredu cwricwlwm y Cyfnod Sylfaen yn ein hysgol, edrych ar dechnegau cynllunio ac asesu, trafod arferion da efo gwahanol ymarferwyr proffesiynol ac arsylwi sesiynau.
- ▶ Ffoneg synthetig (hanner diwrnod - dechrau 9:00)
- ▶ Mae'r sesiynau hyn yn rhoi cyfle i athrawon edrych ar sut rydym yn cyflwyno ffoneg. Bydd cyfle i arsylwi sesiynau, edrych ar adnoddau, llyfrau plant a gofyn cwestiynau i'r Rheolwr Ffoneg Synthetig.



Rhannu'r Gwaith Cynllunio

Arweinydd Awyr Agored yn
trafod cynllunio i'r CS



Forest School Planning



Year 2

Sessions can change depending on the environment, findings and Forest School location. The environment chosen is due to the seasons, weather and the natural landscape. The core safety skills are followed in each session in order as they are progressive and can be covered in any environment.



Ysgol Glan Gele Medium Term Planning

Forest School Planning Year 2



Week 1

Objective	LNF Coverage	Possible Activities	Differentiation	Anticipated Outcomes	Assessment for Learning
To be able to identify hazards.	sequence content correctly, e.g. instructions, recipes W – Y1	Introduction to Forest School session. Ask children to explain what Forest Schools is and share any memories they have from previous sessions. In school/Forest School Site:	HA – children to give suggestions as to how to limit/remove risk. Identify the weather and what clothes we need to be prepared	PSD They have grasped the concept of fair play and have an understanding of rules and why they are there. (O5) Children have a greater understanding of the consequences of their actions and take responsibility for decisions that they make. (O5)	Key questions Talking Partners WALT/WILF <i>Can the children identify the correct clothes to wear, appropriate for the weather?</i> <i>Can children identify risks?</i> <i>Can they identify ways to stay safe?</i>
To identify the correct clothes to wear for the season, month or day	follow a structure in their writing with support e.g. reports, lists W – Y2 use a basic structure for writing W – Y3	- Discuss with the children the importance of wearing the appropriate clothes. Discuss the weather and what they would need to wear. - Discuss the weather in relation to the seasons, months of the year and how this affects them. - Discuss the importance of looking after themselves and wearing appropriate clothes for safety and enjoyment. - Use the iPad to get a weather forecast and think about what we need to bring with us. Discuss the importance of a localised weather forecast and look for signs e.g. clouds, wind. - Take the temperature of the Forest School Site using a thermometer. Make a recording of the temperature which can be used weekly to compare. - Discuss the rules of Forest Schools getting children to identify them and suggest their importance. Children to create a display of the different rules to share with younger children who use the site. - The children to identify the hazards in the Forest School Site and the importance of these. - Opportunities for independent learning and reflection.	LA – to identify some hazards with support. Identify why wearing the correct clothes is important and why		
To explain how to keep safe in the Forest Schools area.	- use descriptive words for a range of temperatures, e.g. cooler/warmer N-Y1 - compare daily temperatures using a thermometer (°C) N-Y2 - take temperature readings using thermometers and interpret readings above and below 0°C N-Y3				

Rhannu'r Gwaith Cynllunio



Ysgol Glan Gele



GWE Pioneer Programme

Glan Gele Lesson Plan  "Happy and secure as we all learn together"

Lesson Structure	
Introduction	Prior Learning- - Children have been learning about Superheroes this half term. - They have created their own Superhero thinking about the superpowers they have and how they got their powers. - The children have created their own Natural Art in the style of Andy Goldsworthy. - We have worked with Tim Pugh- Environmental artist 1. Recap rules and boundaries to stay safe during session.
Main Activities	Beach School sessions are led by the Pupil Voice, we make links with the class theme and activities but predominantly it focuses on child led learning. - Children will look at the pictures of sea creatures and guess what Super Powers they have. They will then have the opportunity to discuss the creatures in detail. - The children will begin to create their own Superhero Beach Creature, thinking about the special powers it can have. - Using natural beach resources the children will make their Superhero creature and talk/write about its features and powers. Reflect on Andy Goldsworthy art work and our work with Tim Pugh. - They must think of a name that will reflect their super powers.
Differentiation	MAT – Use a variety of natural resources to represent their Superhero creature, thinking about making it 3D. LA – Will use similar shapes to make the outline of the Superhero creature.
Plenary	Mini plenaries to be ongoing throughout activity time linked to the different activities. Peer plenary at the end of the session – turn to your partner and tell them something you have learnt, something you have found out and something that you would like to learn next time – feedback to peers.

Hyfforddiant Dad a'r Hogiau

Papur Estyn cyhoeddwyd mis Gorffennaf 2015

Using male role models to improve boys' writing skills

 Print this page



Ysgol Glan Gele in Abergele set up a 'Dads and Lads' group to help improve boys' writing skills. The sessions gave parents time to experience quality learning with their child and resulted in improved writing standards at the end of the Foundation Phase.

Provider
Ysgol Glan Gele

Key question
1. How good are outcomes?

Quality indicator
1.1 Standards

Tags

[Literacy](#) [Parents](#) [Foundation Phase](#)



Rhannu egwyddorion allweddol

Cyfle i drafod yr hyn sydd eisoes ar waith efo ysgolion eraill a sut i symud ymlaen

Rhannu syniadau ymarferol yn y grŵp

Gweld taith YGG - ni ddigwyddodd dros nos!

Cofio mai'r egwyddorion sy'n greiddiol nid yr adnoddau/ardal sydd ar gael.

The Key Principles of Forest Schools



Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning.

<http://www.forestschoollassociation.org/>

Cael adborth

Cwblheir ffurflenni arfarnu
ar ddiwedd pob rhaglen

Sylwadau ychwanegol\Additional comments:

Thank you for a fantastic day! Feeling
very inspired after listening to Glan
Gele's fabulous staff!
Diolch! -

'Happy and secure as we all learn together'
'Gorau Cam Cam Cyntaf'

Beth fydd effaith yr hyfforddiant ar y ddarpariaeth yn eich hysgol (profiadau dysgu a'r addysgu)?/What impact will the training have on the provision in your school (learning experiences and teaching)?

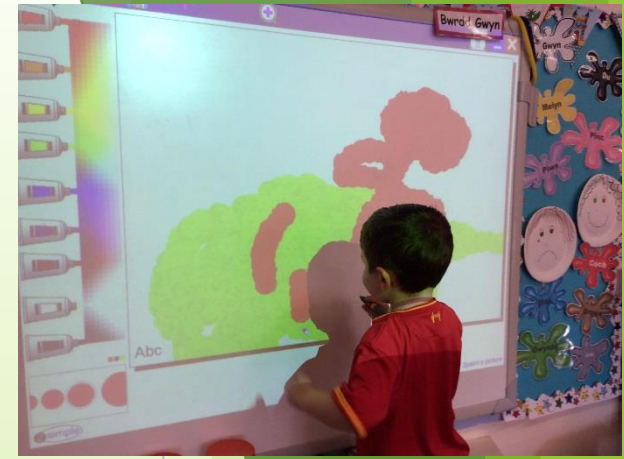
The training has given me a range of
ideas to implement into my classroom to
promote outdoor learning with the
children and their parents.

Dull Dysgu Proffesiynol Cymhwysedd Digidol

- ▶ Datblygwyd y DDP Digidol sydd hefyd wedi'i brofi ar wahanol gamau gyda grwpiau mwy o ysgolion arloesi/ddim yn arloesi a rhanddeiliaid eraill.
- ▶ Cyflwynwyd y FfCD i ysgolion ac, ochr yn ochr efo hyn, mae LLC a'r rhwydwaith arloesi wedi datblygu'r Dull Dysgu Proffesiynol Digidol (DDP).
- ▶ Bydd y FfCD yn darparu ystod eang o sgiliau digidol i ddysgwyr ar draws Cymru, ac mae'r Pedwar Diben yn sylfaen i'r Fframwaith.
- ▶ Rhannwyd y DDP Digidol yn 2 ran, sy'n plethu efo'i gilydd;
 - Unigol
 - Ysgol gyfan
- ▶ Bydd yr adrannau unigol hyn yn rhoi llwybr i'r gweithlu addysgu ddatblygu eu sgiliau i gyflwyno Cymhwysedd Digidol (CD) yn eu hysgolion.

FfCD fel Ysgol Dysgu Proffesiynol

- ▶ Ble rydym ni arni?
- ▶ Cynllun strategol?
- ▶ Adolygu'r CG TGCh
- ▶ MTP
- ▶ Tracio sgiliau i ddangos dilyniant
- ▶ Dull cyffredin?



“In a research-poor context,
isolated experience replaces
professional knowledge as the
dominant influence on how
teachers teach.”

— Mike Schmoker

Rhoi'r Safonau Addysgu Newydd ar waith

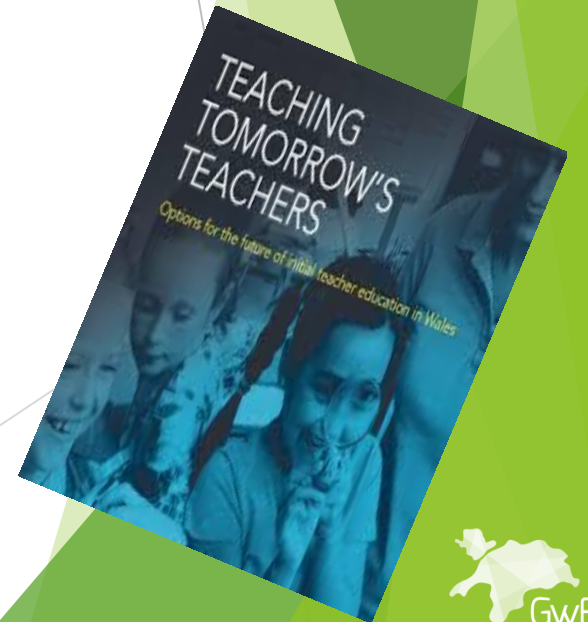
- ▶ Dewiswyd 2 safon i edrych yn fanwl arnynt - Cynnwys Partneriaid yn y Dysgu a Rheoli'r Amgylchedd Dysgu. Gofynnwyd i staff eu darllen a rhoi sylwadau gonest ar eu dealltwriaeth ohonynt.
- ▶ Fel staff, trafodwyd sut y gellid eu gwella/newid fel eu bod nhw'n haws i'w deall.
- ▶ Cyfarfod efo cydweithwyr GwE a LLC i drafod canfyddiadau'r Safonau ar draws y consortia.
- ▶ Aethpwyd ati i ddiwygio'r safonau, ble'n briodol, yn sgil trafodaeth bellach a bu ymgynghori arnynt hyd yn ddiweddar.

Gwaith ymchwil gweithredol Curee

- ▶ Bu un aelod staff ar ddyddiau hyfforddiant pob hanner tymor, a drefnwyd gan GWE a Curee.
- ▶ Cyfle i lunio cwestiwn ymchwil, gyda chymorth Curee.
- ▶ Darparu mapiau llwybr i gefnogi'r gwaith ymchwil cychwynnol.
- ▶ Sesiynau hyfforddi i gefnogi prosiectau unigol.
- ▶ Gwneud cysylltiadau ag ysgolion eraill.
- ▶ Sesiynau efo cydweithwyr ysgol a rhannu canfyddiadau a chynnydd hyd yma.
- ▶ Casglu tystiolaeth ac ysgrifennu adroddiad i ddangos canfyddiadau.

Rhaglenni Addysg Athrawon Newydd

- ▶ Yr Athro John Furlong - Teaching Tomorrow's Teachers
 - ▶ Mwy o rôl i ysgolion
 - ▶ Rôl gliriach i brifysgolion
 - ▶ Cyfleoedd strwythuredig i gysylltu'r dysgu mewn ysgol a phrifysgol.
 - ▶ Mwy o bwyslais ar ymchwil.
-
- ▶ Partneriaeth SAU - Bangor / Caer
 - ▶ Ysgol Bartneriaeth Arweiniol

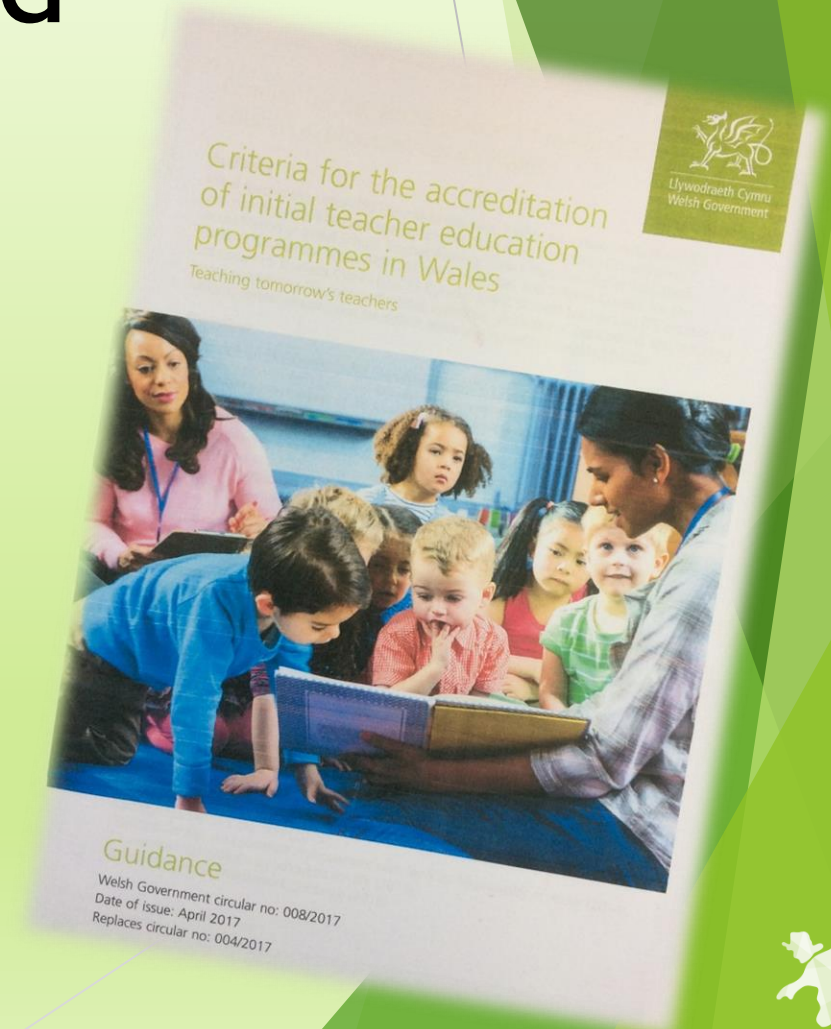


Partneriaeth AGA Gogledd Cymru

Ysgol Bartneriaeth Arweiniol
Bangor
Caer

Ysgol Glan Gele

GWE Pioneer Programme





The most valuable
resource that all teachers
have is each other. without
collaboration our growth is
limited by our own
perspectives.

ROBERT JOHN MEEHAN


AFTER CLASSROOM
LEARNING