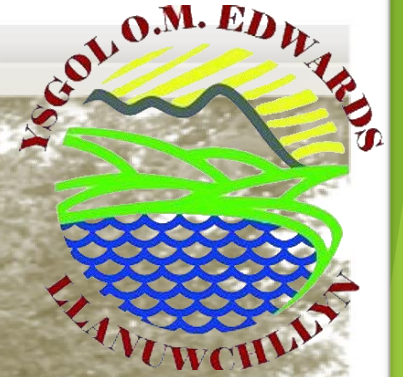




# Ysgol O.M. Edwards

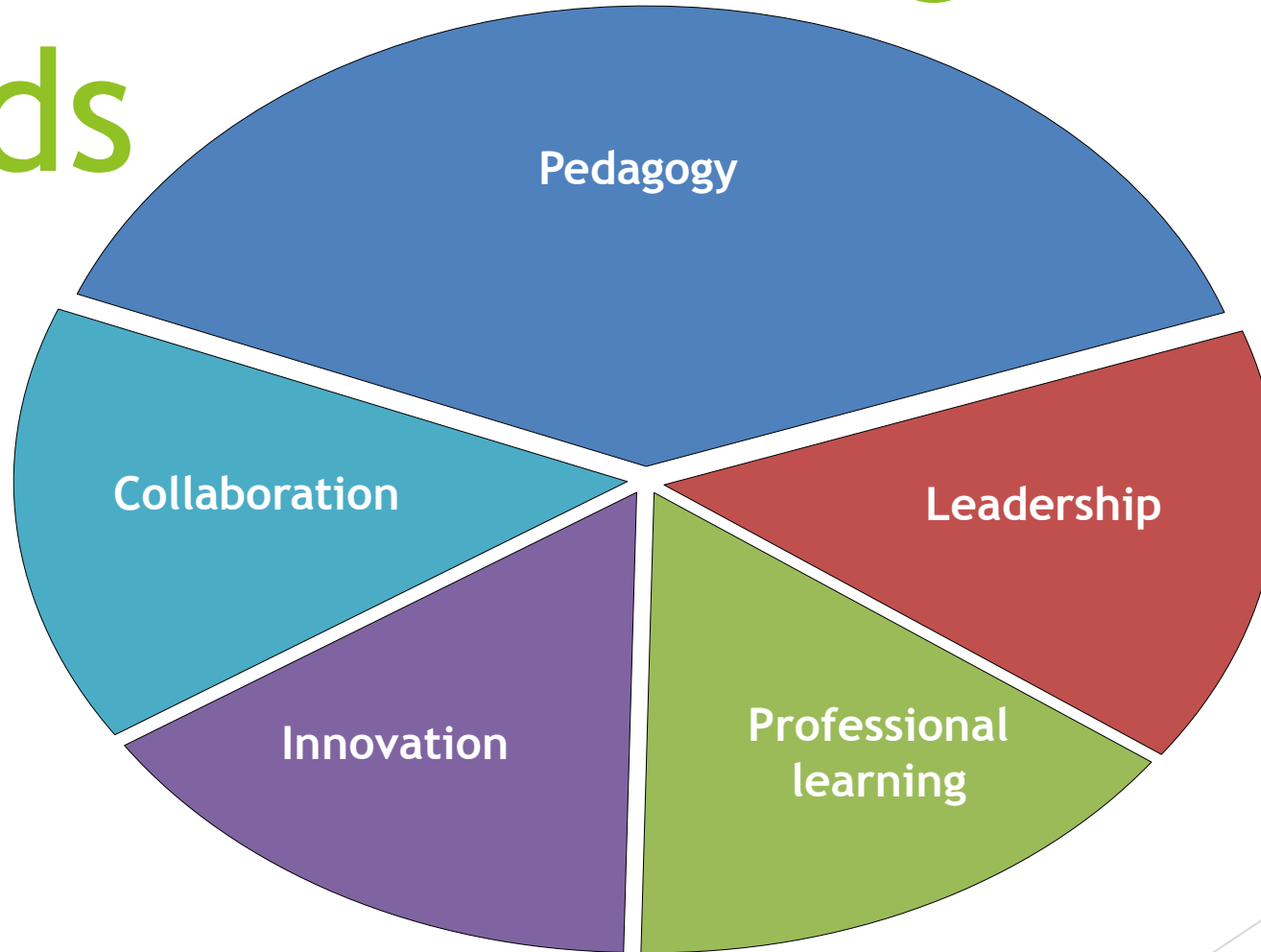
Trialling the professional standards within  
school and with the wider community

# Ysgol O M Edwards

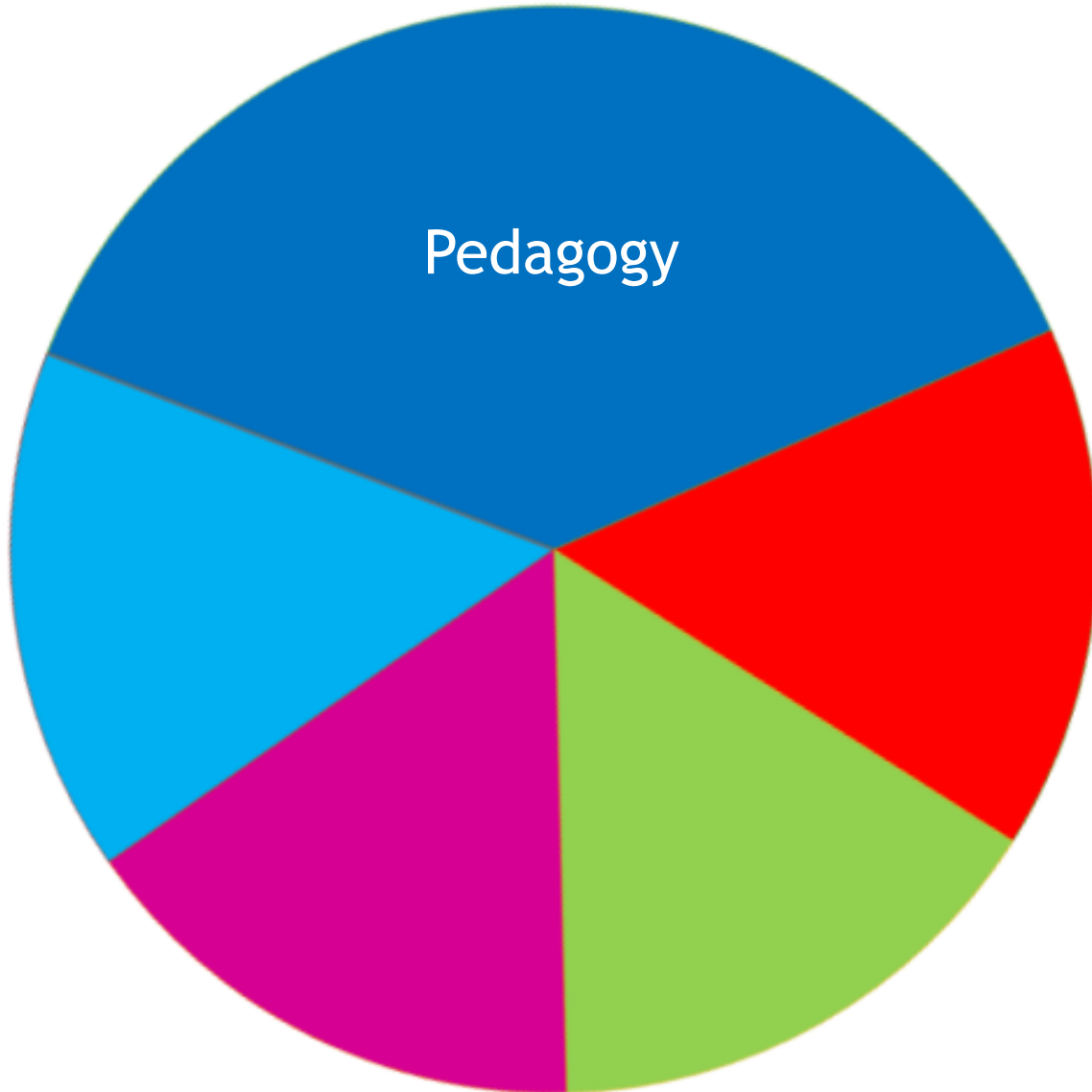


- ▶ 109 pupils
- ▶ 4 classes and 4 full time teachers. Head and Deputy.
- ▶ Category 1 Green school
- ▶ Over 93% from homes where one or two parents are Welsh speaking
- ▶ Small percentage of parents are unemployed, 7% FSM
- ▶ 10% on ALN register
- ▶ Attendance consistently high - over 96%,
- ▶ Community - the school's work within its community is very important, Cymuned- gwaith yr ysgol o fewn ei chymuned yn bwysig iawn, Steddfodau - Llungwyn, Thanksgiving, visitors, elderly, Cylch Meithrin - a big ask on the school within its community and the wider community.
- ▶ Ethos/Success - School website, news on Twitter and Facebook accounts, friends of the school, contact parents via the app eezee trip

# Professional learning standards



# Pedagogy

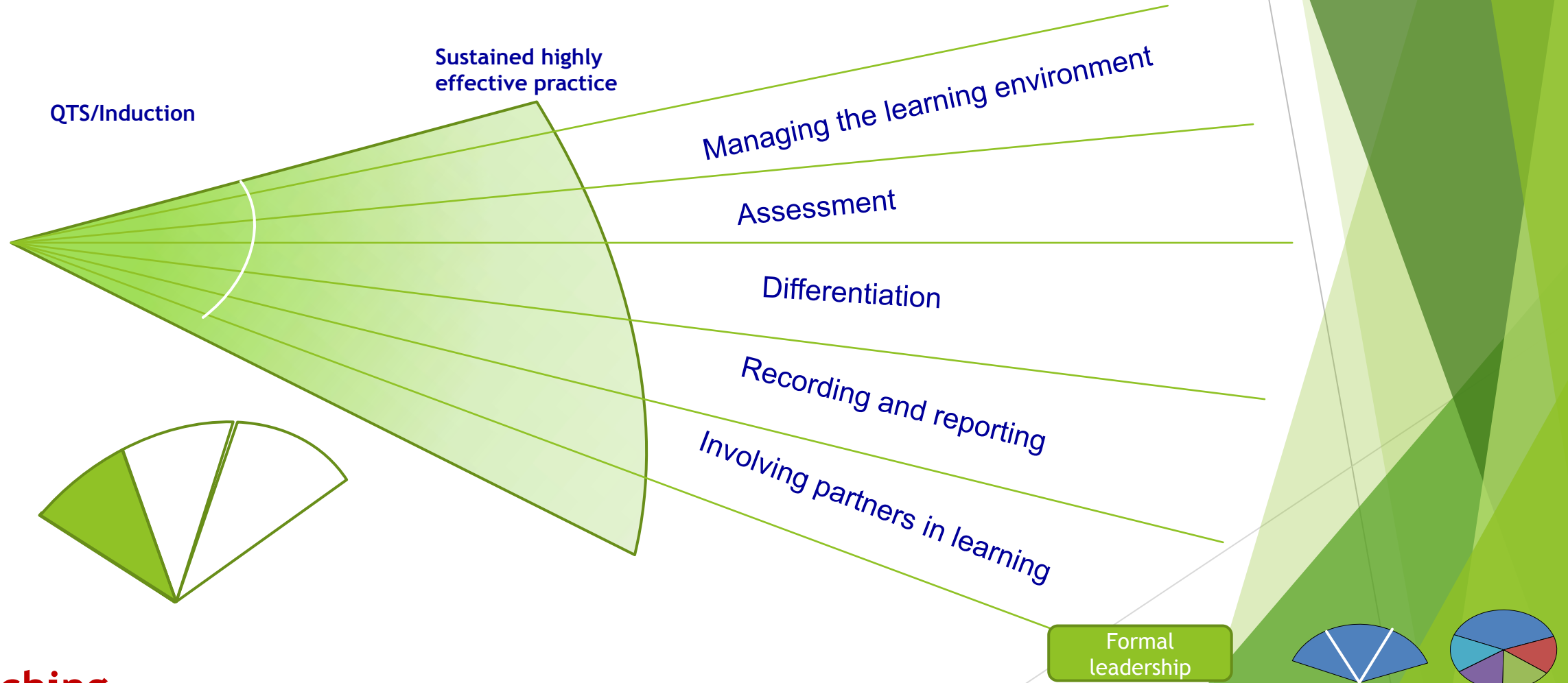


- Refine teaching
- Promote learning
- Impact on learners



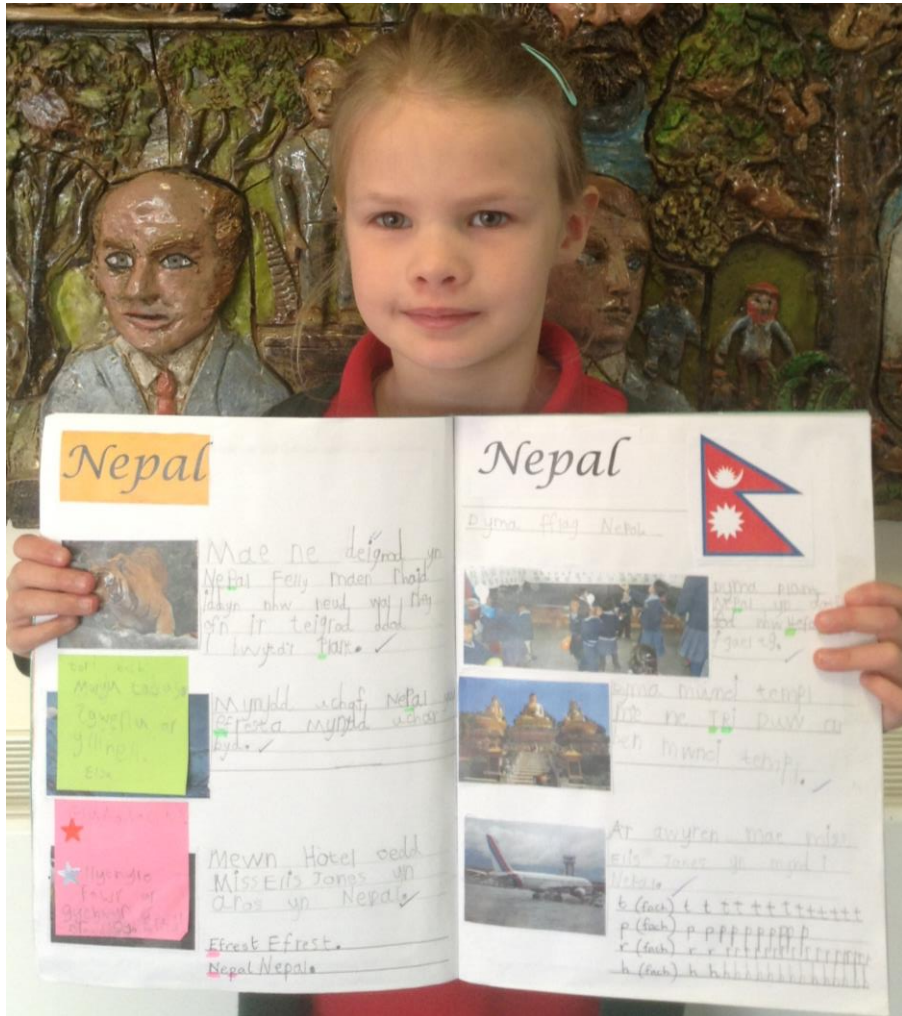
We have developed a little in all ...

## Refining teaching... towards sustained highly effective practice



# Assessment

Year 1 a 2 - What's **good** and what needs to **improve**?



Pinc Perffaith

Mae **Pinc Perffaith** yn golygu eich bod wedi ateb y meini prawf llwyddiant, **MPLI** neu defnyddio geirfa dda a defnyddio geiriau gwych.

Gwyrdd Gwella

Mae **Gwyrdd Gwella** yn golygu eich bod angen ail- edrych dros y geiriau, neu'r frawddeg, efallai nad ydych yn siwr iawn sut i'w sillafu yn gywir 'eto'.

Melyn Mwy

Mae **Melyn Mwy** yn golygu eich bod angen rhoi mwy o atalnodi i wneud yn siwr fod brawddegau ddim yn mynd yn rhy hir, neu fod angen priflythyren i enwau pobl a llefydd ayyb.

Enlli, bl 6



# Assessment

Year 3 and 4

Step 3 - Re-draft

Step 1 - Discover the information - researching and translanguageing

Step 2 - What is good / needs improving?

Step 4 - Self Assessment and Peer Assessment

Thursday February 9

penguin questions

Monday

Labelled penguin

Success criteria

- Include a capital letter at the beginning.
- Include a question mark at the end.
- Begin your questions with: What, who, why, where

Questions

\* Excellent work done

\* You have used the text to create your own questions

1. Can penguins fly?
2. Where do penguins live?
3. How do penguins look?
4. Why do penguins have a lighter colour on their belly and a darker on their backs?
5. What keeps penguins warm?
6. What does penguins eat?
7. Where do they spend most of their time?
8. Are they defenses or not?
9. Why do penguins have heavy bones?
10. Why do they have webbed feet?
11. Where do they feed?
12. How do they keep their feathers waterproof?

Streamlined shape

Flippers

Lovely work done.

You have labelled the well penguin carefully.

All penguins have a big head and a short, thick neck. Their bodies are a streamlined shape with a short, wedge-shaped tail. They have heavy bones which allow them to stay underwater. Their wings have developed into flippers. They dive deep into the water and 'fly' underwater at great speed. They have webbed feet which are used when swimming.

Penguins have a lighter colour on the belly and a darker colour on their back, which helps camouflage them when they are in the water. When swimming, the dark colour is on top, making them hard to see from above. When predators underwater look up at the penguins, the white part is hard to see against the light.

Their bodies have a thick layer of fat to help keep them warm and shiny, and waterproof feathers to keep their skin dry. They produce oil from a gland near the tail, and they use this to coat their feathers to keep them waterproof.



INFORMATION ABOUT PENGUINS!

INTRODUCTION

Penguins are birds that can't fly, but they swim very well. They spend most of their time in the ocean. They actually spend no more than 15% of their time on the water. They lay their eggs and raise their chicks on land.

HABITAT

Penguins live in Antarctica and near the equator. Penguins live in cold and at the way places because they are defenceless birds.

Big head

Thick layer of fat

Lighter color

Streamlined shape

Flippers

Webbed feet

Short, thick neck

Heavy bones

Pointy tail

Darker color

Short, wedge shaped body

CAMOUFLAGE AND PROTECTION

Penguins have a lighter color on their belly and a darker color on their back to help keep camouflaged. They have waterproof feathers to keep their skin dry and a thick layer of fat to keep them warm. Penguins produce oil near their tail to keep their feathers waterproof.

Penguins can walk faster than humans!

Penguins can hold their breath for about 20 minutes!

Penguins swallow their food in one piece!

Galapagos Islands is the furthest place penguins live!

Where do they live?

Key:

Penguins feed in the ocean and they eat fish, squid, shrimp and krill.

South America

South Africa

Antarctica

Australia

Peer Assessment

Task: Creating an Information Sheet about penguins.

You have remembered to .....

- ★ You have remembered to write neatly and clearly.
- ★ You have remembered to include a full stop.

Next time remember to .....

- ★ Keep up the good work.

Name: James Date: March 7th 2017

Self Assessment

Task: Creating an Information Sheet

	Yes	No
I have included the title.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have included information for each subtitle.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have labelled the diagram.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have included pictures and colour.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have included a map and key.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Presentation

I give my work a score of 9 out of 10







# Our Writing Wall.

Ellipsis  
...

Semi-colon  
;

Dash  
—

Hyphen  
-

Brackets  
( )

Genre checklist

Gathering content

Planning

Drafting

Editing and Revising

Wow words

Green for growth

Wow words

punctuation

partner work

marking pink perfect

shared writing

connectives

Colon  
:

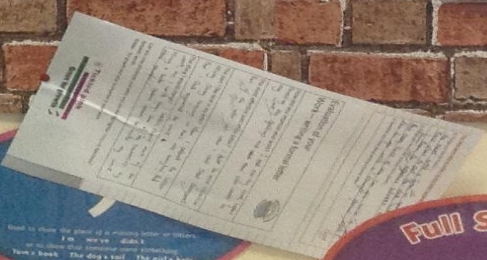
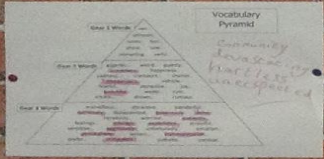
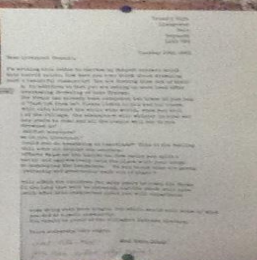
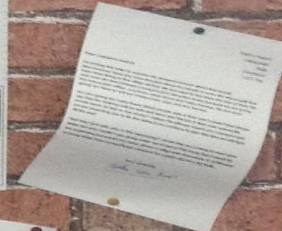
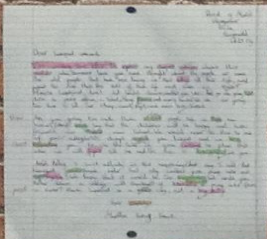
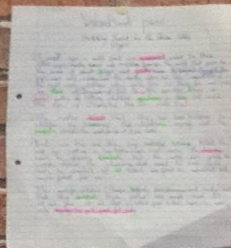
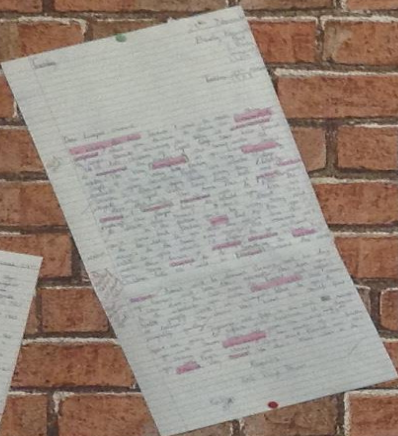
Capital Letter  
ABC

Speech Marks  
"

Exclamation Mark  
!

Full Stop  
.

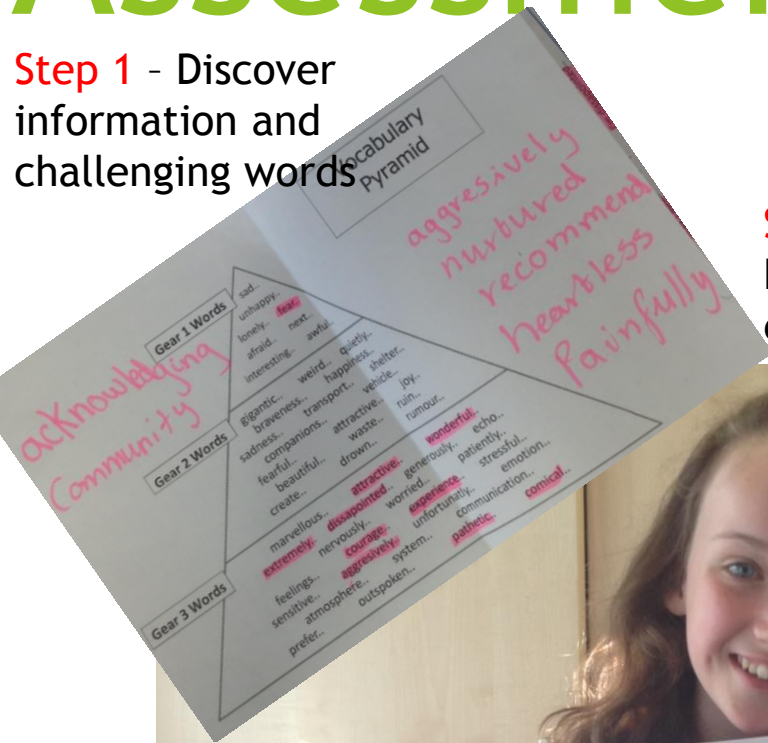
Comma  
,



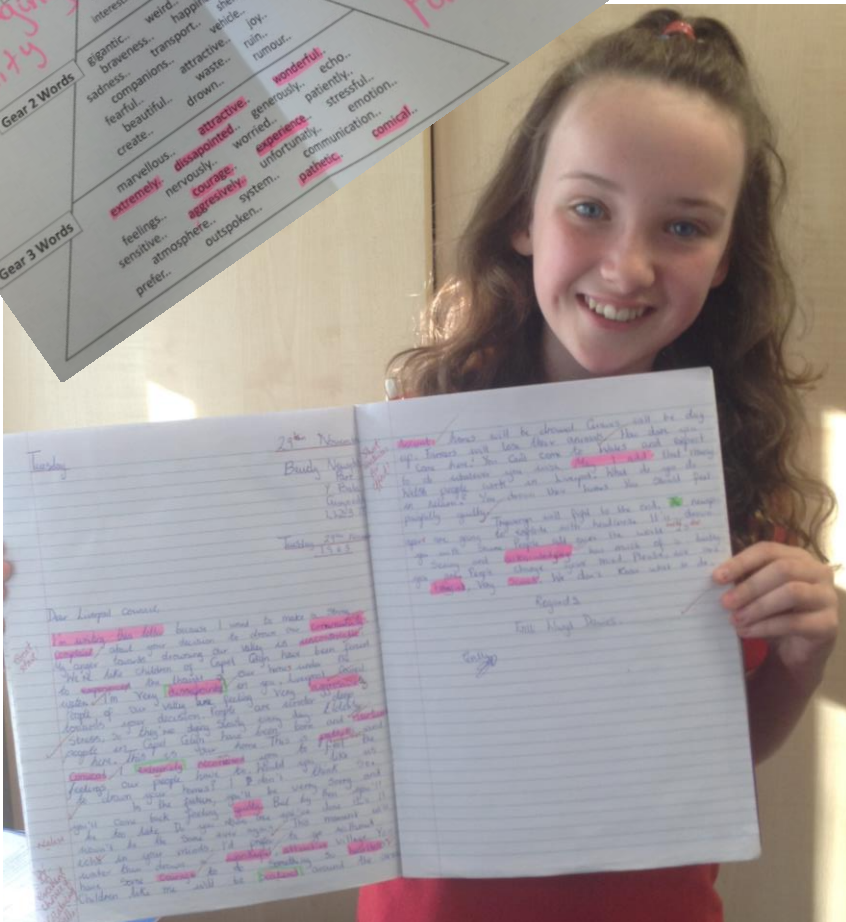


# Assessment

Step 1 - Discover information and challenging words

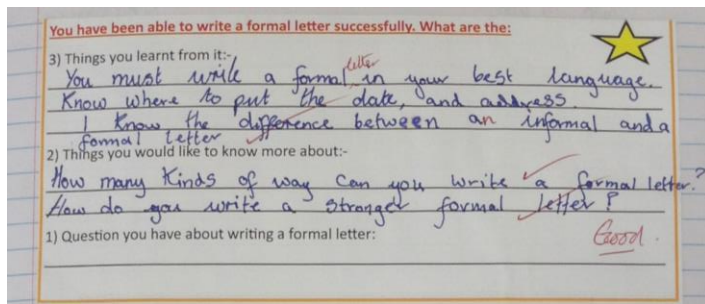


Step 2 - Plan and draft

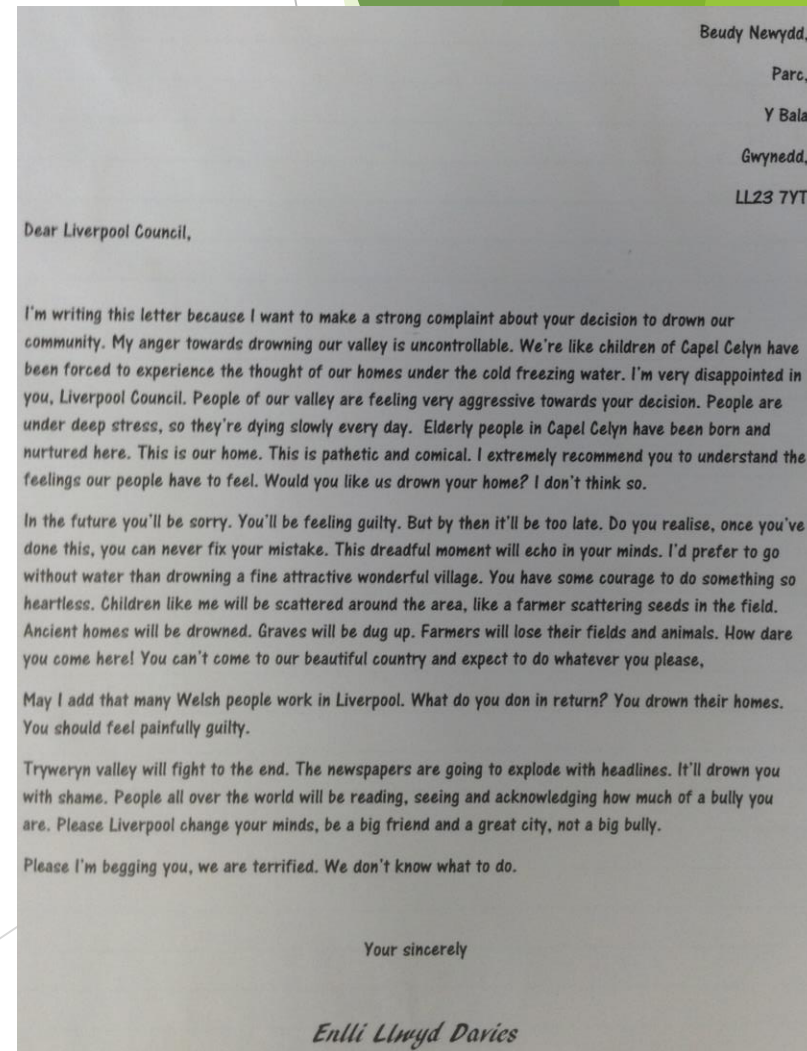
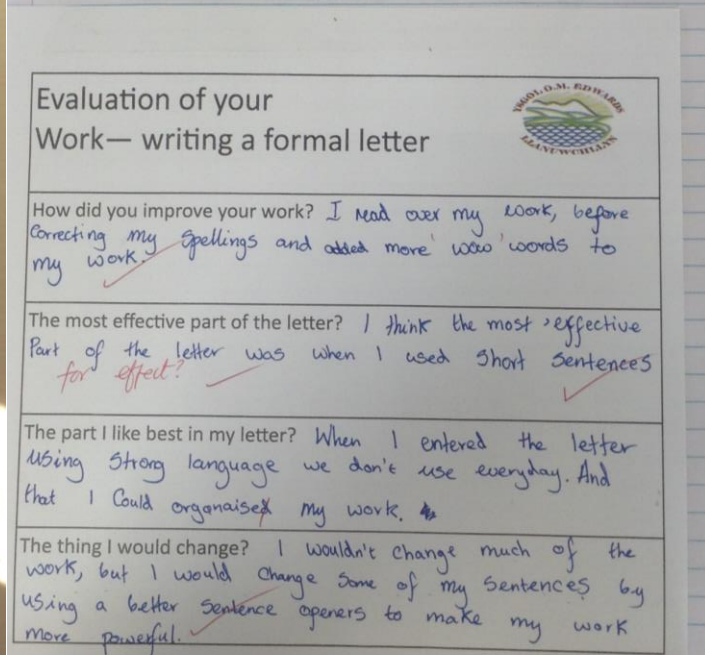


Year 5 and 6

Step 3 - Review and draft



Step 4 - Final draft



# Record and Report

Analyse data to develop understanding.  
Assessing and track - Osian Hughes (Gwe)

This allows all staff to.....

- Give feedback to all stakeholders.
- Decide on provision e.g. target groups, MAT, purchase resources

A		B		C		D		E		F		G		H		I		J		K		L		M		N		O		P		Q		R		S		T		U		V		W		X		Y		Z		AA		AB		AC		AD		AE		AF		AG		AH		AI		AJ		AK		AL		AM		AN		AO	
Asesu Tracio a Thargedu - Trosolwg BLWYDDYN 4																																																																																	

## Adroddiad Asesu Rhifedd – Profion Cenedlaethol Mai 2016

Yn ystod Tymor yr Haf, rydym wedi asesu gallu dysgwyr blynyddoedd 2, 3, 4, 5 a 6 gan ddefnyddio'r profion rhifedd cenedlaethol. Rydym wedi defnyddio'r canlyniadau i ddarganfod pa feysydd yn ogystal â'r dysgwyr sydd angen eu targedu.

### Blwyddyn 2

Yn gyffredinol, roedd canlyniadau'r profion yn gadarnhaol iawn, gyda'r mwyafrif yn llwyddo i gyrraedd y safon disgwylidied. Yn y profion gweithdrefnol a rhesymu, cafodd 74% o'r dysgwyr sgôr safonol 100 neu fwy, ond er hyn, rydym am targedu 5 o ddysgwyr sy'n peri ychydig o ofid.

Targedau 5.

Yn ôl adroddiad y Llywodraeth:

### Prawf Gweithdrefnol

Mae 15% wedi sgorio yn llai na 85, 31% wedi sgorio rhwng 85 a 115 a 54% wedi sgorio yn uwch na 115. Mae hyn yn sylweddol uwch na'r Awdurdod Lleol a Chymru.

### Prawf Rhesymu

Does neb wedi sgorio yn llai na 85. Mae 62% wedi sgorio rhwng 85 a 115 a 38% wedi sgorio yn uwch na 115. Unwaith eto, mae hyn yn uwch na'r Awdurdod Lleol a Chymru.

Yn dilyn y profion, bydd angen targedu deallusrwydd y dysgwyr o'r meysydd canlynol:

- Creu brawddegau rhif gan ddefnyddio symbolau x + - ÷
- Mesur (litrau a millilitrau)
- Adio rhifau dros 100 (drwy ymrannu) e.e. 56 + 57
- Gwaith Arian (cyfrifo newid o £1.00) e.e Mae Tom yn prynu beiro am 45 ceiniog, ac yn talu gyda darn £1. Faint o newid mae Tom yn ei gael?



Subject reports indicates progress and outlines next steps e.g. language, numeracy, ICT.



## Include partners in learning

Parents/carers receive regular updates.  
Questionnaire



Hwb passwords, TT  
Rockstars, Google docs for  
homework, 'Carlo'r ci' etc.



# Learning walk and book scrutiny - Governors.

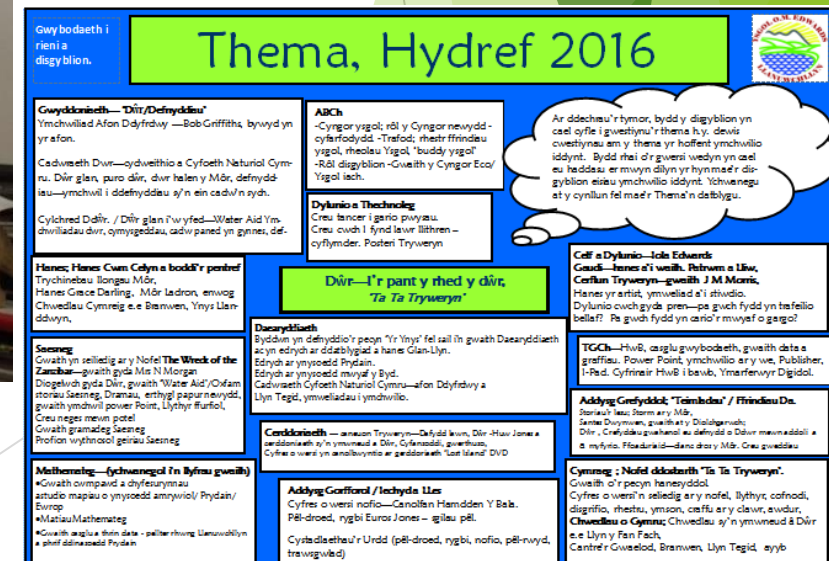


Parents/carers receive information on themes and offer their experiences.

Parent evenings, events within and outside of school  
- special collaboration from both sides

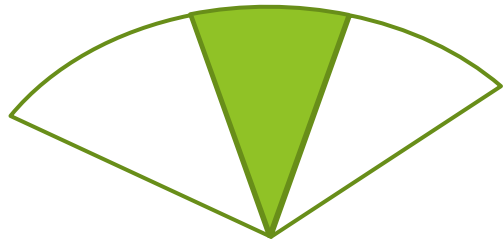
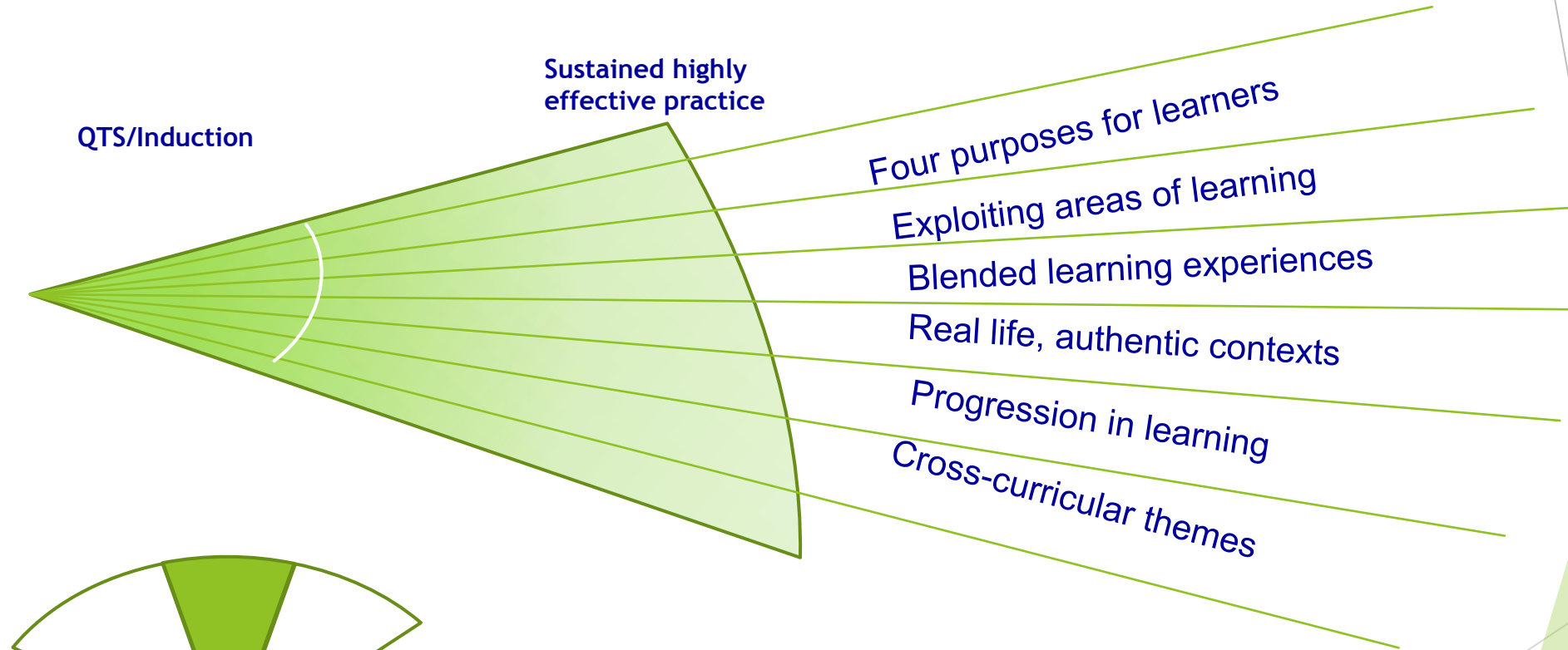


## A parent reading with the Foundation Phase.



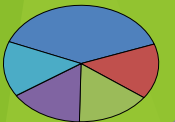


# Advancing learning... through effective application of subject knowledge and discipline



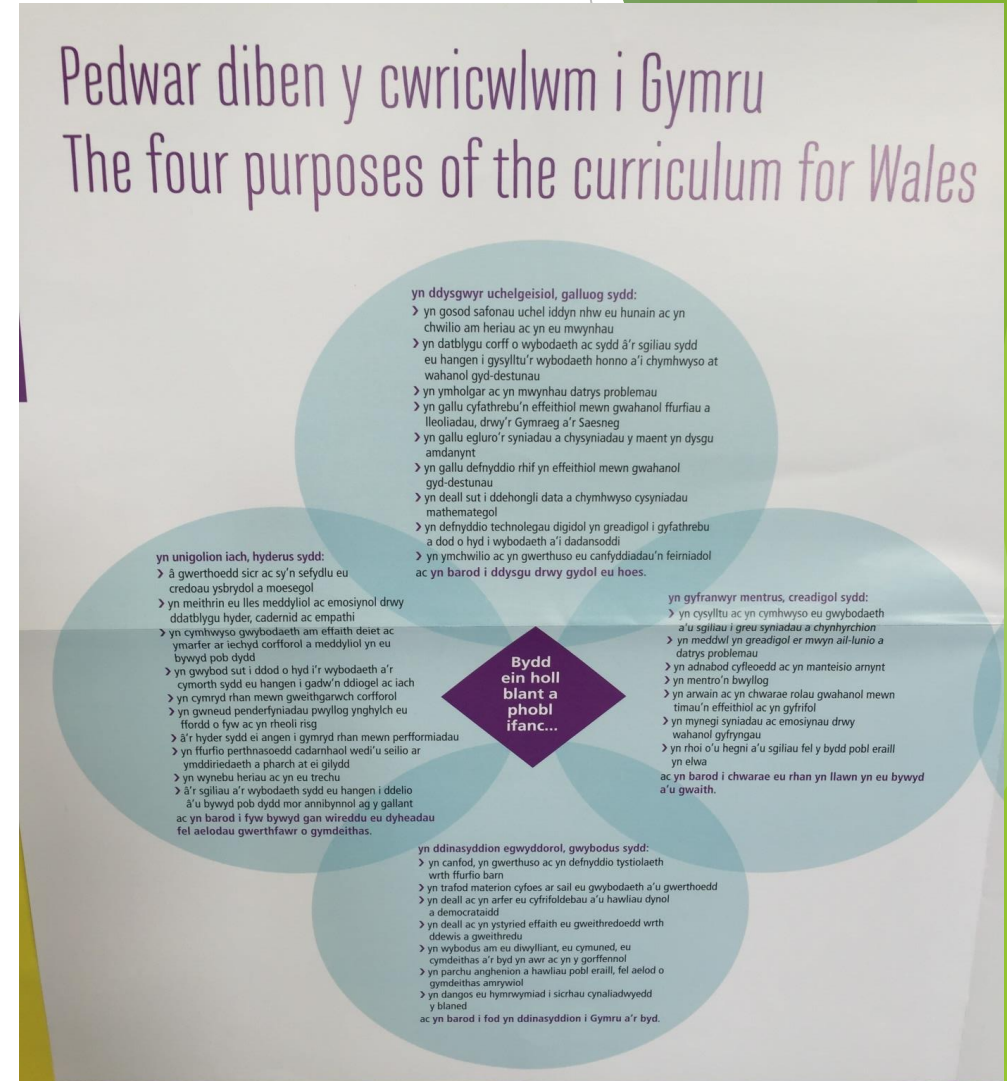
Teaching

Formal leadership



# Four Purposes for learners

- ▶ Using a new framework - 4 purpose and planning within the 6 areas - trial and think of ways to learn outside the box, outside the classroom and using other agencies
- ▶ Who is available to enrich teaching? Specialist teachers / people of the community. e.g. Iola Edwards, a local artist.
- ▶ Planning is based on offering **Experiences**.
- ▶ This is central to the Four Purposes and ensures that our children will be .....
- ▶ ambitious, capable learners who are ready to learn throughout their lives
- ▶ enterprising, creative contributors who are ready to play a full part in life and work
- ▶ ethical, informed citizens who are ready to be citizens of Wales and the world
- ▶ healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. are ready to lead fulfilling lives as valued members of society.





# Real life contexts

All staff are aiming to expand cultural, linguistic, religious and socio-economic experiences of the learner, and give practical examples of concepts and abstractions.

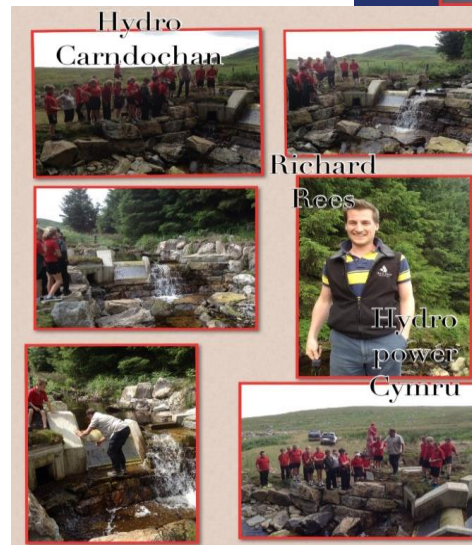
How?

- Detailed planning to bring experiences to life.
- Be flexible with the theme.
- Offer varied learning experiences.
- Regular visitors.
- Take advantage of the community.
- React to national changes quickly.
- Look at what's current.



Creative work with Bethan Gwanas - partnership with Eisteddfod Llungwyn.

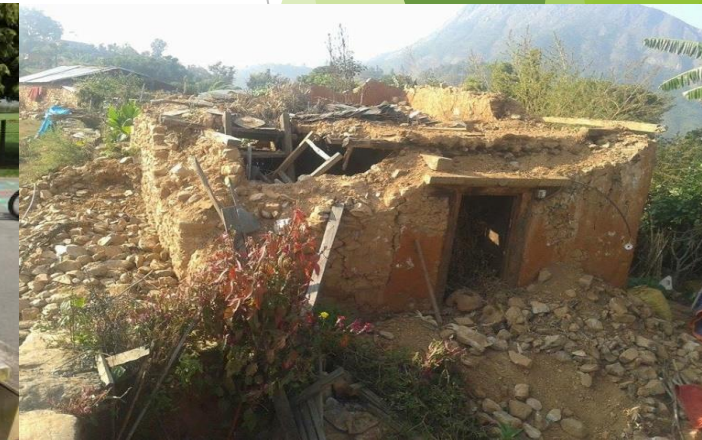
Band Y Storm performed in Cannock Chase



What is current?



Earthquake in Nepal  
React to change - understand and consider effects



Llŷr Edwards, Radio Cymru, expressed opinion on the earthquake in Nepal









Pa felin wynt fydd yn troi orau?



Pa felin wynt fydd y cyflymaf?



PIC•COLLAGE



PIC•COLLAGE







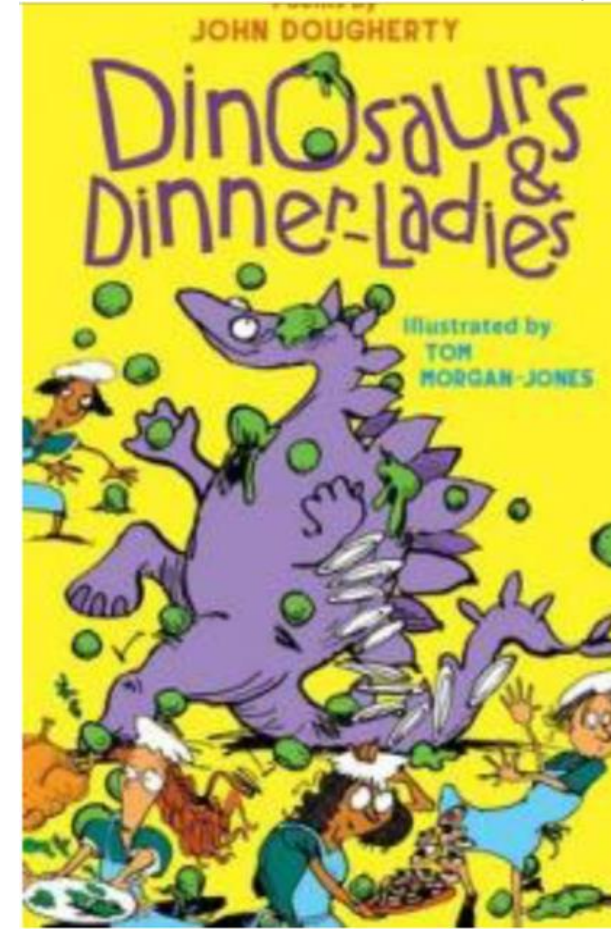








# Live streaming from Hay-on-Wye, @ John Dougherty









Gruff, Albi a Noa



Lowri, Noson Lawen







Llongyfarchiadau mawr Enlli, llwyr  
haeddianol o'r gadair hyfryd!... See more



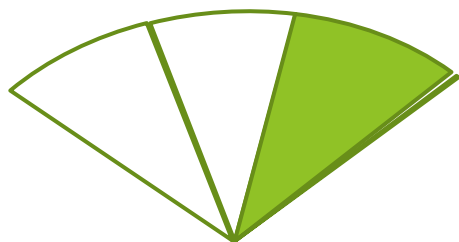
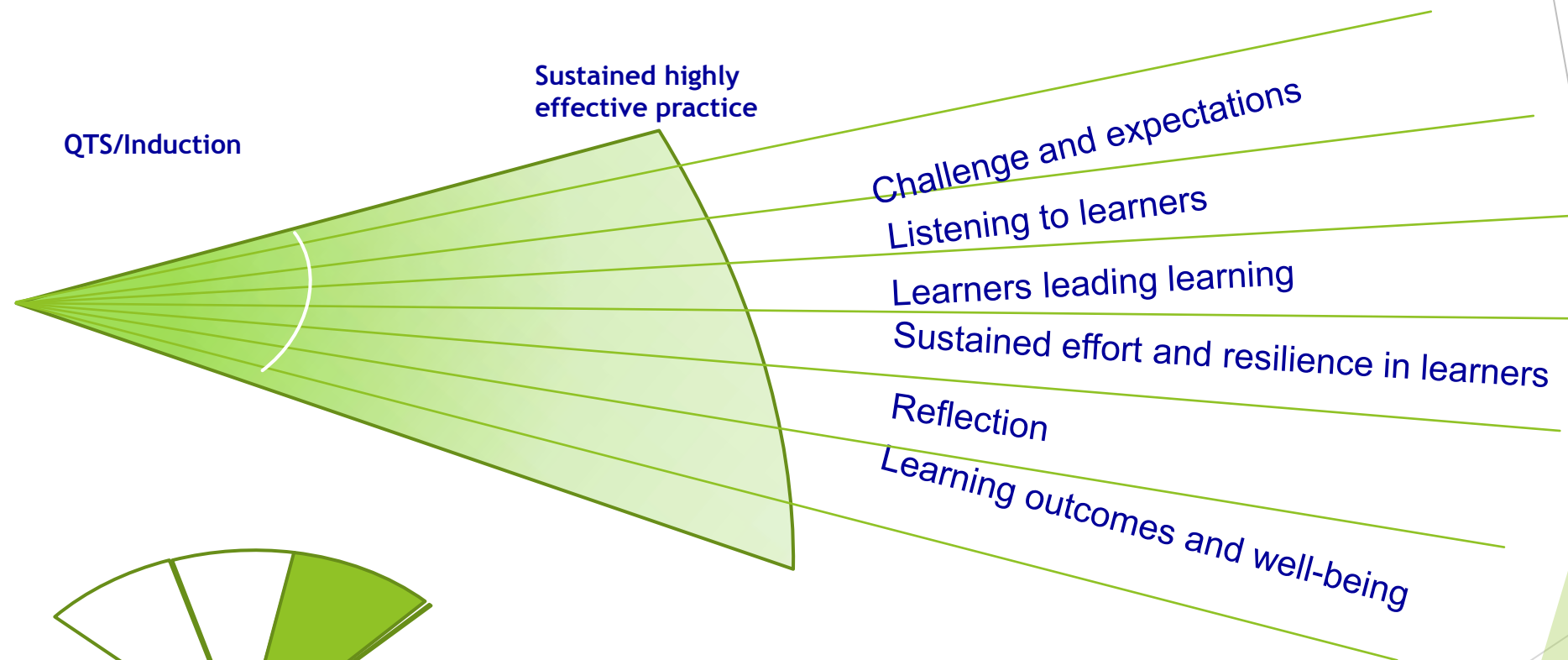








# Influencing learners... building positive learner disposition



Formal leadership





# Listening to learners

Views of learners are sought, understood and acted upon  
e.g. Work on the Titanic stemming from the Arctic theme. Foundation Phase - Weather theme developed to be a theme on Space.

Purchase resources to support learners.

- Chrome books
- Cubetto, Bee-bots/uni bots
- Green screen

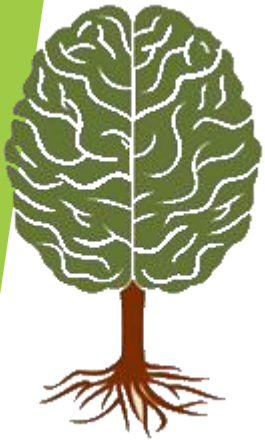
Designed to stimulate interest and inspire.

Being current is very important.

Learner voice is paramount - Questionnaire 'What makes a good lesson?'







Continuous effort and durability of  
learners  
Reflection  
Learning outcomes and wellbeing



# Developing Growth Mindset





## GROWTH MINDSET

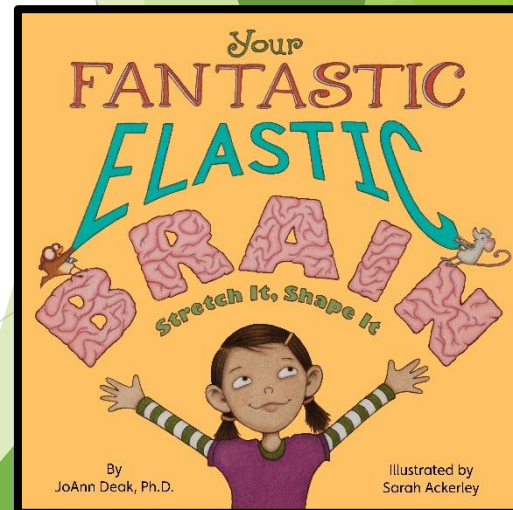
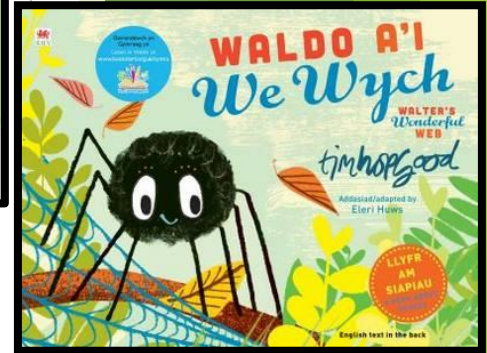
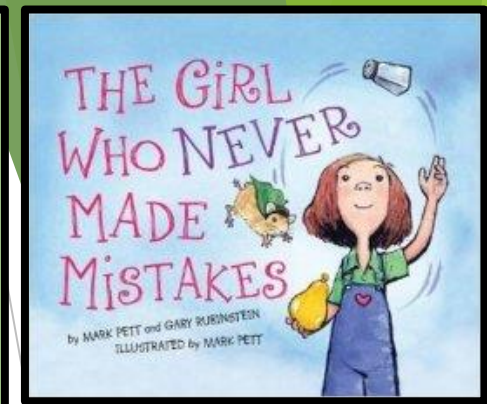
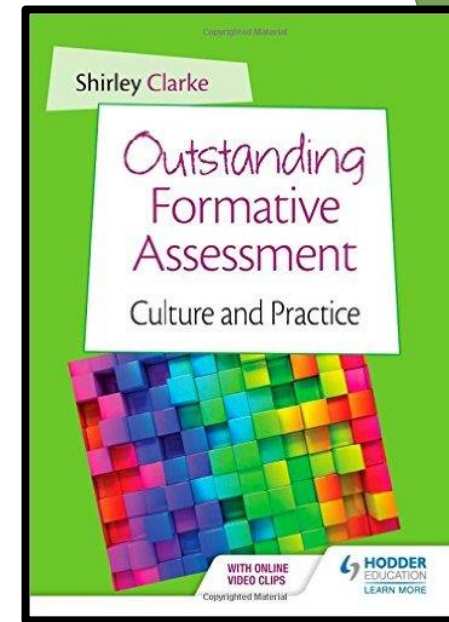
It believes that:

- ▶ Intelligence is FLEXIBLE
- ▶ HARD WORK and EFFORT are needed to work
- ▶ EVERY individual can LEARN and IMPROVE
- ▶ We CAN'T MEASURE a person's POTENTIAL



"if you try and try  
again your brain will  
grow."

"try again"





# Foundation Phase

Encourage pupils to be as independent as possible from the start by promoting creativity

Learn about others who have worked hard e.g. Picasso

"Rydw i yn ymdrechu i wneud pethau nad ydw i yn gallu eu gwneud, er mwyn dysgu gallu eu gwneud."  
Picasso

Allow children to identify how to improve their own work.



Emphasis on discussing their work with peers with peers and to learn from each other

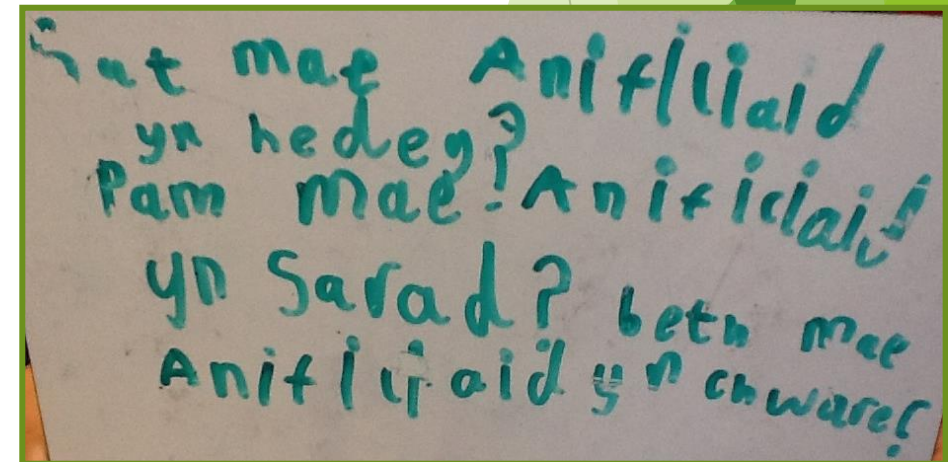


Inspire children through experiences by listening to their ideas and being flexible with our themes in the classroom.

Create a positive environment is important, praise efforts and encourage pupils to persevere and not to be afraid to fail.

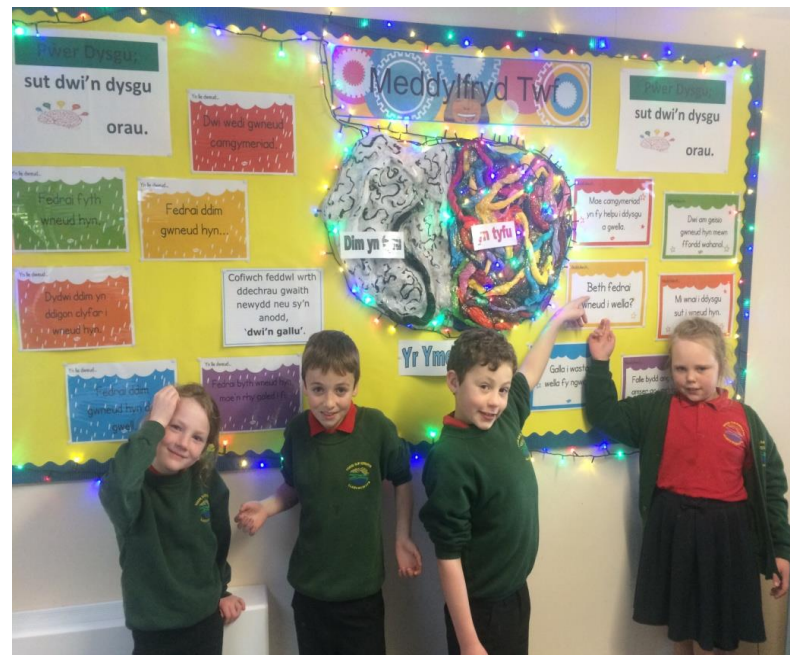



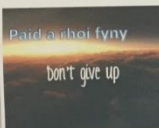
Discuss in pairs and groups what pupils want to learn and how.





# Year 5 and 6



Pŵer Dysgu – sut dwi'n dysgu orau.	
<p>Canolbwyntio</p> 	<p>Ymgolli yn llwyr yn y dasg          Anwybyddu sŵn/siarad yn y dosbarth          Gwneud un peth ar y tro – yn dda.          Torri pethau lawr yn ddarnau mân          Cynllunio a meddwl yn ddwyys          Tynnu lluniau/diagram i'ch helpu, nodi meddyliau ar bapur, neu beth fydd yn rhoi help i chi.</p>
<p>Peidio rhoi fyny</p> 	<p>Gweithio'n galed          Mae angen llawer o ymarfer          Dal ati!          Trio ffyrdd newydd o gael ateb          Gofyn am help ffrind neu athro          Dechrau eto          Cymryd 'saib i'r ymennydd' / brain break</p>

- **Cynnal a chodi safonau addysgu a dysgu er mwyn galluogi pob disgybl i gyflawni hyd eithaf ei allu. Ffocws ar ddefnydd effeithiol o holl elfennau asesu ffurfiannol drwy'r ysgol a datblygu ansawdd adborth ac ail ddrifftio mewn gwersi a lyfrau gwaith yn dilyn meddylfryd Shirley Clarke Meddylfryd Twf/ Growth Mindset.**
- **Adroddiadau arsylwi gwers yn gyffredinol dda, ond wrth graffu ar lyfrau agweddau digonol mewn ymateb i waith plant yn y llyfrau, a sut mae plant yn ymateb i'w gwaith.**
- **Adroddiadau monitro yn nodi fod pob dosbarth wedi gwneud gwaith da mewn asesu ar gyfer dysgu, ond fod lle i well a mireinio asesiadau'r disgyblion o waith ei hunain.**
- **Trafodaethau staff yn nodi cynnydd yn y cyfleoedd i ddisgyblion lunio MPLI – ond angen mwy o ymateb i'r MPLI ar ddiwedd eu gwaith.**
- **Trafodaethau yn nodi fod nifer dda o ddisgyblion yn gallu trafod sut i fynd ati ar dasg newydd neu dasg heriol, ond rydym am i bron pob un o'r disgyblion fod yn hyderus yn y ffordd fyddant yn ymateb i her.**
- **Angen i'r disgyblion i gyd gael cyfleoedd cyson i asesu gwaith ei gilydd a hunain, datblygu mwy ar yartneriaid trafod a gweithio i gael cymorth gyda'r gwaith.**
- **Trafodaethau staff yn nodi nad yw'r disgyblion yn hyderus o sut i feddwl am ffyrdd eraill o weithio neu'n dweud 'dwi ddim yn gwybod beth i'w wneud' angen bod yn hyderus i ddeall mai trwy wneud camgymeriadau mae dysgu.**
- **Craffu ar lyfrau disgyblion gyda'r staff yn nodi anghysondeb yn ansawdd adborth athrawon i waith disgyblion, ac angen datblygu uwch oleuo gwaith mewn llyfrau disgyblion a bod hwn yn digwydd ymhob dosbarth.**



## The Question – What makes us good learners?

Identify the skills that make us better learners.

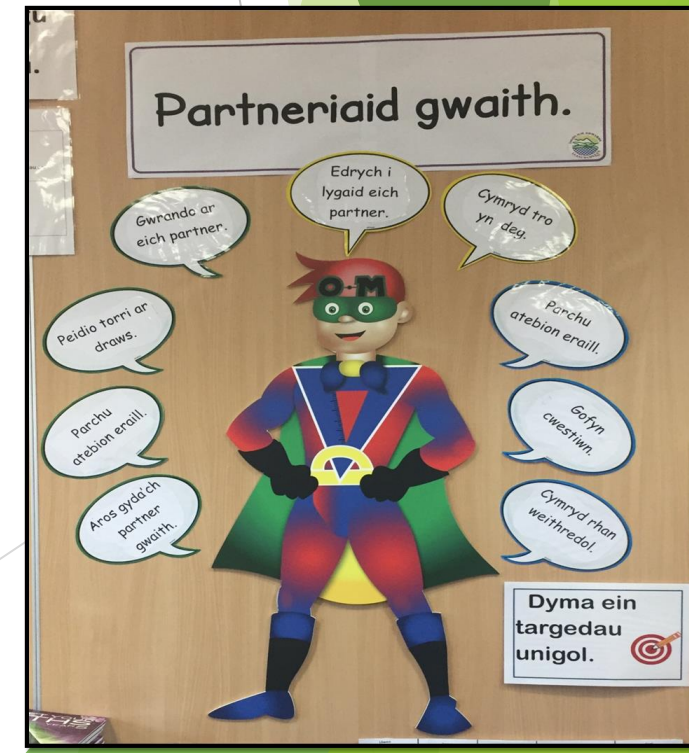
Talk about what we have learned today and what were the challenges.

Provide opportunities for children to recognise the skills that help them work successfully;

- As an Individual
- In pairs
- In a group

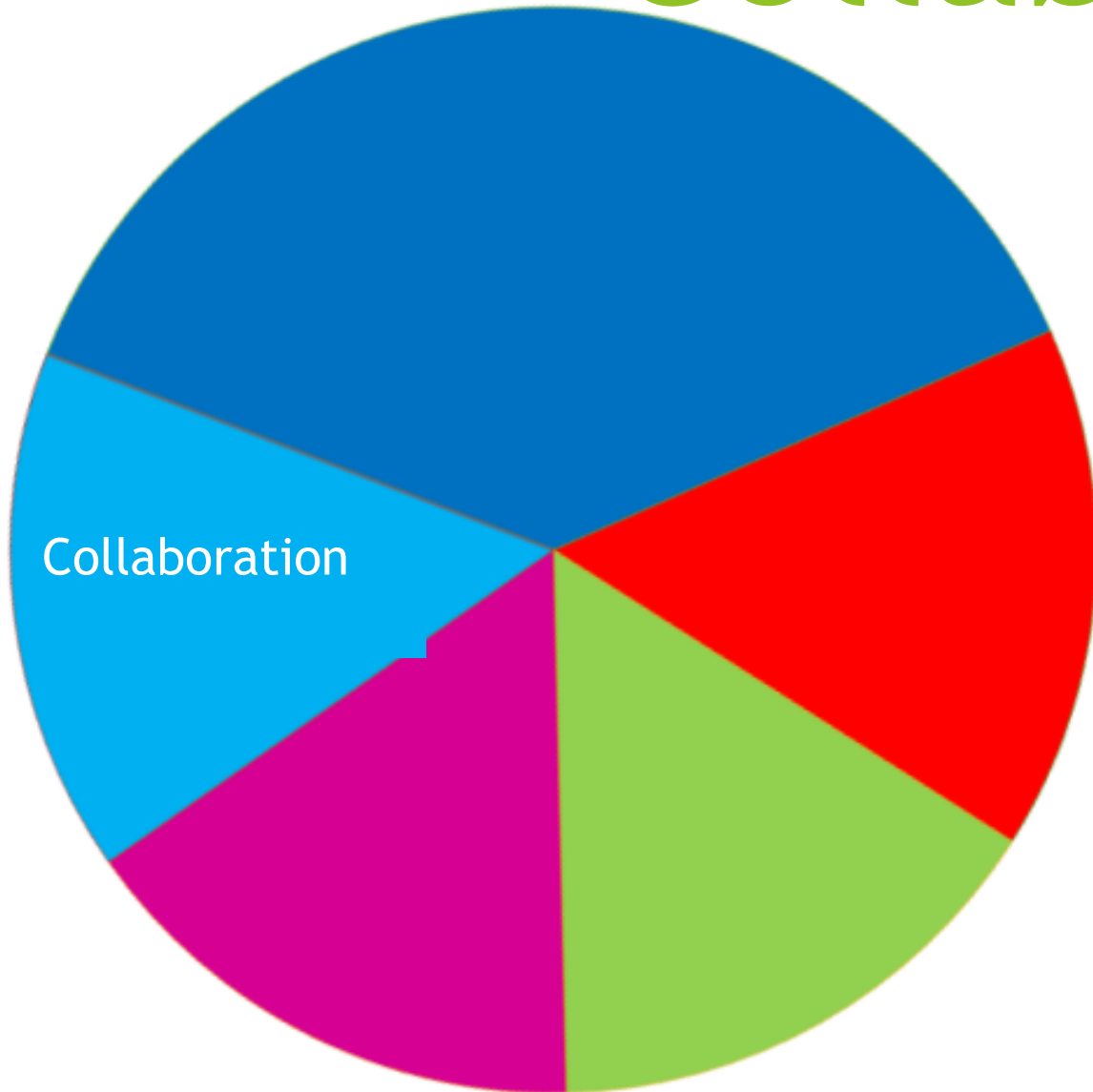
Impact on learners:

- 1: improved concentration
- 2: immersed in the task
- 3: focus on one thing at a time
4. plan in advance
5. better cooperation
6. every child has an opportunity to give their view
- 7: confidence to reflect on their work





# Collaboration



- Seeking advice and support
- Working with in-school colleagues
- Supporting and developing others



# Collaboration



Teaching



# Collaboration with other schools

Ysgol Bryn Gwalia



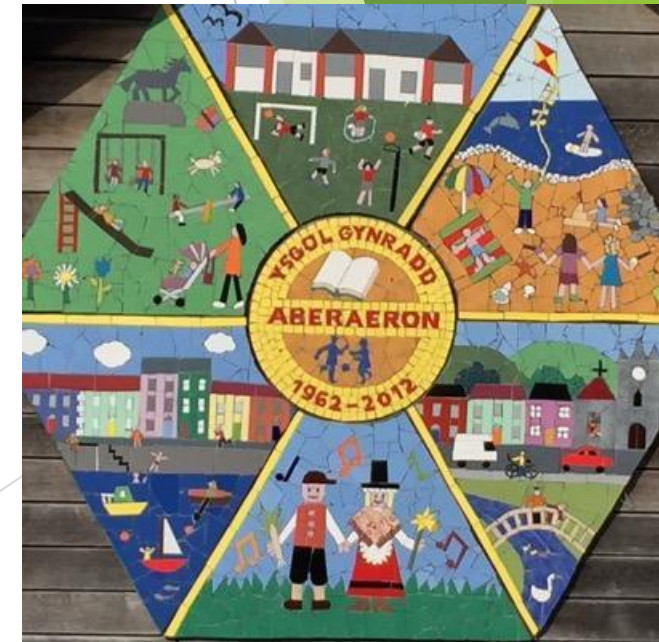
Ysgol Gymraeg  
Aberystwyth



Ysgol y Dderi

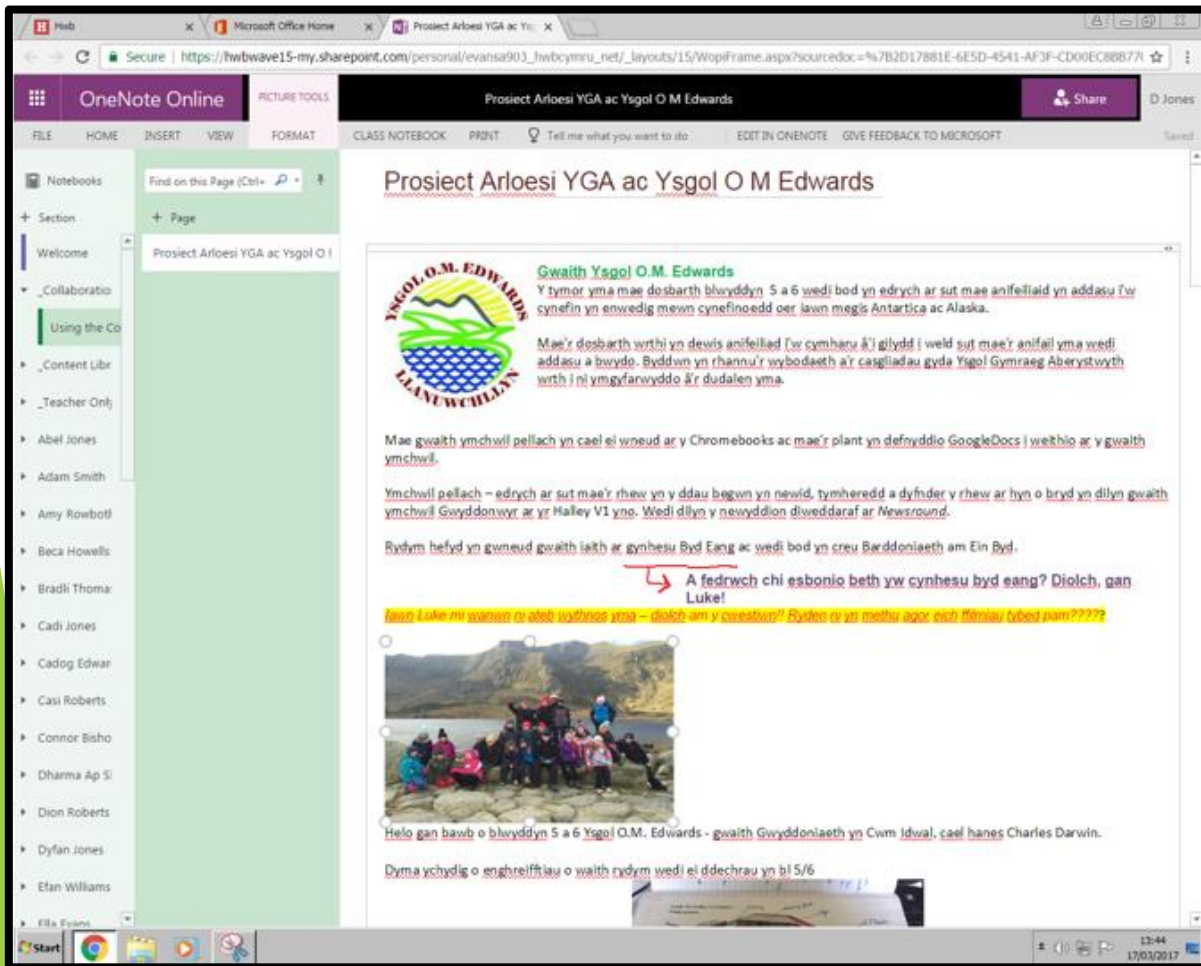


Ysgol Aberaeron

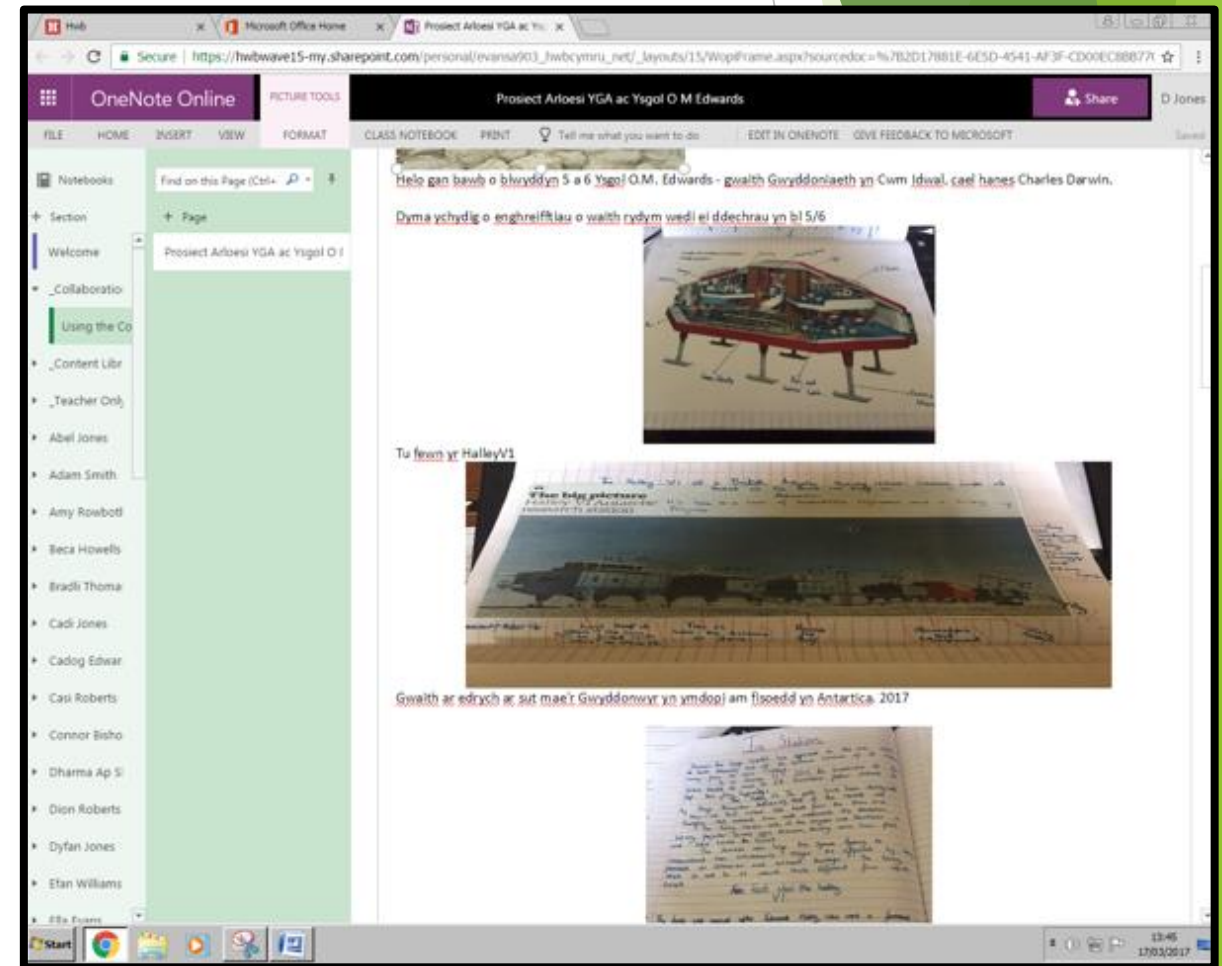




# Collaboration with Ysgol Gymraeg Aberystwyth



The screenshot shows a OneNote Online interface with a sidebar on the left listing users: Abel Jones, Adam Smith, Amy Rowbot, Beca Howells, Bradli Thoma, Cadi Jones, Cadog Edwar, Cati Roberts, Connor Bisho, Dharma Ap Si, Dion Roberts, Dyfan Jones, and Efan Williams. The main content area displays a document titled "Prosiect Arloesi YGA ac Ysgol O M Edwards". It features a logo for "YSGOL O.M. EDWARDS LLANWCHILAN" and text in Welsh discussing a project. The text includes: "Gwaith Ysgol O.M. Edwards", "Y tymor yma mae dosbarth blwyddyn 5 a 6 wedi bod yn edrych ar sut mae anifeiliaid yn addasu i'w cynefin yn enwedig mewn cynefinoedd oer iawn megis Antarctica ac Alaska.", "Mae'r dosbarth wrthi yn dewis anifeiliaid i'w cynharu â'i gilydd i weld sut mae'r anifail yma wedi addasu a bwydo. Byddwn yn rhannu'r wybodaeth a'r casgliadau gyda Ysgol Gymraeg Aberystwyth wrth i ni ymgynhyrddo â'r dudalen yma.", "Mae gwaith ymchwil pellach yn cael ei wneud ar y Chromebooks ac mae'r plant yn defnyddio GoogleDocs i weithio ar y gwaith ymchwil.", "Ymchwil pellach - edrych ar sut mae'r rhew yn y ddau begwn yn newid, tymheredd a dyfnder y rhew ar hyn o bryd yn dilyn gwaith ymchwil Gwyddonwyr ar yr Halley V1 yno. Wedi dilyn y newyddion diweddaraf ar Newsround.", "Rydym hefyd yn gwneud gwaith iatb ar gynhesu Byd Eang ac wedi bod yn creu Barddoniaeth am Ein Byd.", "A fedrwn chi esbonio beth yw cynhesu byd eang? Diolch, gan Luke!", "Iawn, Luke ni gawn ni ateb wythnos yma - diolch am y cwestiwn! Byddwn ni yn methu agor eich ffilmiau tybed pam????", and "Helo gan bawb o blwyddyn 5 a 6 Ysgol O.M. Edwards - gwaith Gwyddoniaeth yn Cwm Idwal, cael hanes Charles Darwin. Dyma ychydig o enghreifftiau o waith rydym wedi ei ddechrau yn bl 5/6".



The screenshot shows the same OneNote Online interface as the previous one, but with different content in the main area. It features a photograph of a model of a ship, a photograph of a book titled "Tu fewn yr Halley V1", and a photograph of a book titled "Gwaith ar edrych ar sut mae'r Gwyddonwyr yn ymdopi am fisoedd yn Antarctica 2017". The text in the main area includes: "Helo gan bawb o blwyddyn 5 a 6 Ysgol O.M. Edwards - gwaith Gwyddoniaeth yn Cwm Idwal, cael hanes Charles Darwin.", "Dyma ychydig o enghreifftiau o waith rydym wedi ei ddechrau yn bl 5/6", and "Gwaith ar edrych ar sut mae'r Gwyddonwyr yn ymdopi am fisoedd yn Antarctica 2017".



Project Arloes YGA ac Ysgol O M Edwards

Find on this Page (Ctrl + F)

Section

Welcome

Collaboration

Using the Co

Content Lib

Teacher Only

Abel Jones

Adam Smith

Amy Rowboth

Beca Howells

Bradi Thoma

Cadi Jones

Cadog Edwar

Casi Roberts

Connor Bisho

Dharma Ap S

Dion Roberts

Dylan Jones


Elan Williams

Files Project

Gwaith Saesneg a Gwyddoniaeth ymchwilio ar Newsworld.

Meddwl y byddych yn hofli darllen cerdd Enlli am beth sydd yn digwydd yn Ein Byd yn dilyn y gwaith Gwyddoniaeth. Disch.

Dyma fi wedi ennill y Gadair Esteddod Ysgol Gwyl Dewi a cheel y gadair hardd yma. Enlli Llyrd Davies



Project Arloes YGA ac Ysgol O M Edwards

Find on this Page (Ctrl + F)

Section

Welcome

Collaboration

Using the Co

Content Lib

Teacher Only

Abel Jones

Adam Smith

Amy Rowboth

Beca Howells

Bradi Thoma

Cadi Jones

Cadog Edwar

Casi Roberts

Connor Bisho

Dharma Ap S

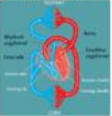


Dion Roberts

Dylan Jones

Elan Williams

Files Project

amgylch y corff. Penderfynon greu iMovie i esbonio beth sy'n digwydd i'r gwaed wrth iddo deithio o amgylch y corff. Unwaith eto, mae croeso i chi wylu'r fideo er mwyn dysgu mwy am gylchrediad y gwaed!








Spanech y cod QR i wylu'r iMovie!

Os nad yw'r cod QR yn gweithio, cliciwch yma.

Wythnos Hyfndid 2017

Phymlech i fydd y microbau dwy ystio ein Rhaglen Newyddist!

Spanech y cod QR!

Os nad yw'r cod QR yn gweithio, cliciwch yma.

Tumor y Gwanwyn 2017

Y tumor hwn, prif ffocws ein gwaith Gwyddoniaeth yn yr Ysgol Gymraeg yw **Defnyddiau**, ac rydym wedi bod yn canolbwyntio ar ein deallthiaeth o **solidau, hylifau a newyn**.

Dyma fideo (gan ddefnyddio'r app 'Explain Everything') sy'n esbonio'r gwahaniaeth rhwng solidau, hylifau a newyn (fideo i ddod yn fuan!)

Gwaith Codio yn y gwersi Gwyddoniaeth

Project Arloes YGA ac Ysgol O M Edwards

Find on this Page (Ctrl + F)

Section

Welcome

Collaboration

Using the Co

Content Lib

Teacher Only

Abel Jones

Adam Smith

Amy Rowboth

Beca Howells

Bradi Thoma

Cadi Jones

Cadog Edwar

Casi Roberts

Connor Bisho

Dharma Ap S

Dion Roberts


Dylan Jones

Elan Williams

Files Project

Isobethio eich bod wedi mwynhau darllen fy ngwneid! Kys.

Dyma ni yn canu yn y Cor Cerdd Dant - dani yn eiddo'n rhannu gwaith Gwyddoniaeth gyda chi wythnos yma!!!





Gwaith Ysgol Gymraeg Aberystwyth  
Gwaith y tumor diwethaf...

Dyma enghreifftiau o waith Gwyddoniaeth Tumor yr Hydref 2016 gan Ysgol Gymraeg Aberystwyth.

Beth sy'n gweusd casgliad da?

Rosodd yn thaid i bawb astudio graff yn arddangos canlyniadau ymholiad a oedd yn edrych ar y beirddas dwy oedran plant yn ddiwyd y pen. Ac ôl pennu M.P.U. addas, roedd yn thaid i ni lunoio theatr o pasgliadau addas. Gwilych y fideo er mwyn dysgu mwy!

Spanech y cod QR

Os nad yw'r cod QR yn gweithio, cliciwch yma.

iMovie Taith Cylchrediad y Galen

Fel than o'n gwaith ar y corff, caesom y cyfle i ddygu am daffi y gwaed o

Project Arloes YGA ac Ysgol O M Edwards

Find on this Page (Ctrl + F)

Section

Welcome

Collaboration

Using the Co

Content Lib

Teacher Only

Abel Jones

Adam Smith

Amy Rowboth

Beca Howells

Bradi Thoma

Cadi Jones

Cadog Edwar

Casi Roberts

Connor Bisho

Dharma Ap S

Dion Roberts

Dylan Jones

Elan Williams


Files Project

Tumor y Gwanwyn 2017

Y tumor hwn, prif ffocws ein gwaith Gwyddoniaeth yn yr Ysgol Gymraeg yw **Defnyddiau**, ac rydym wedi bod yn canolbwyntio ar ein deallthiaeth o **solidau, hylifau a newyn**.

Dyma fideo (gan ddefnyddio'r app 'Explain Everything') sy'n esbonio'r gwahaniaeth rhwng solidau, hylifau a newyn (fideo i ddod yn fuan!)


Gwaith Codio yn y gwersi Gwyddoniaeth



Ey enw i yw Fergus, ac rydym wedi bod yn dysgu am y gylched ddâr. Roedd yn thaid i mi ddefnyddio fy sgiliau Codio i greu cylched ddâr fy hun. Defnyddiais y wefan [scratch.mit.edu](http://scratch.mit.edu) i gwtbau'r gwaith.

Cliciwch ar y linc i ddygu mwy am y gylched ddâr - <http://scratch.mit.edu/projects/147526280>

Y Gylchedd Ddâr





Collaboration with Bangor University to develop a course for prospective teachers



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

Collaboration with Ysgol Uwchradd Y Berwyn -  
Welsh BACC - learn French and Planting with  
Year 13 pupils



# Learning Communities

Collaborate on projects  
e.g. develop  
independence, problem  
solving within groups.



Collaboration with other  
Heads - Ysgol y Dderi, Ysgol  
Aberaeron - regular visits and  
sharing of good practice.





# Collaboration with the wider community

- Elderly (learn how to use laptops)
- Local businesses e.g. Williams Homes, Crasty'r Berwyn, Oswyn Roberts, Fire Service, Ambulance Service, local garage, Eagles Restaurant.
- Learning Welsh classes
- Eisteddfod Llungwyn/School
- Local artists e.g. Iola Edwards, John Meirion Morris
- Use of local and current musicians. e.g. Liam Tyson, Candelas....
- Authors/Poets e.g. Bethan Gwanas, Meleri Wyn James
- S4C - Diwrnod mawr, Tag, Asra, Albi a Noa.....



**Sioned Hywel** @SionedHyw... · 3m ✓  
Bore prysur yn  
@YsgolOMEdwards fel rhan o  
brosiect #LlwybrNaturGerddorol  
@cgwmathias #celf





# Welsh Dimension- the further work that takes place within school life..

- ▶ Our goal is for every child to be ready to use Welsh in every aspect of school life and beyond and to be proud of their language, culture and traditions.
- ▶ Strong links with the local community and the wider community.
- ▶ Advantage of local celebrities, National and international to inspire and motivate, MP comes along, authors, poets, members of the world of business, scientists, local historians, musicians, technicians, actors, media presenters.
- ▶ MAT clubs to stretch pupils by creating school to school collaboration, extending to higher levels of Welsh, developing advanced reading skills, translanguaging work from one language to another.
- ▶ Partnership with the University of Bangor, speak with tutors - to discuss what is happening in the school on a daily basis and any changes.
- ▶ Book Quiz, working with authors and work with the Welsh Government on Welsh books. Radio Cymru questioning and discussions with the children e.g. Welsh football, rugby etc.
- ▶ Urdd Eisteddfod, Llungwyn - involved in all aspects of the festival.
- ▶ Visits to the National Library, Parliament, Cardiff, St Fagans and places of national interest.
- ▶ Work with Archaeologists - Digging in Castle Carndochan, visiting castles of North Wales.
- ▶ Learn about modern Welsh composers and pop groups - working with Candelas, Rails, created 2 pop group at the School of The Storm and Gwyniaid

- ▶ Study modern and successful businesses - Ifor Williams Trailers
- ▶ Science Week - invite famous Scientists like Professor Robin Williams.
- ▶ Invite vets to the school.
- ▶ Investigate new materials and new works on behalf of Welsh Government such as piloting ICT - read Welsh, by Myrddin Ap Dafydd.
- ▶ Partnership with S4C, Radio Cymru, Ffeil, Stwnsh, Tag and numerous television programmes, Y Diwrnod Mawr, evidence on film.
- ▶ Visiting places of interest: Byd Mari Jones, Glan-Llyn, Llangrannog, National Library, Cardiff, Liverpool etc.
- ▶ Create a film on Patagonia - with 'Into Film'
- ▶ Teacher from Patagonia is working with the school and sharing innovative practices.
- ▶ Create ' Gêm tiwb', a Welsh commentary on ICT e.g. games Minecraft, Hwb,
- ▶ Work with modern Welsh artists, Iola Edwards, Catrin Williams.





# Findings

## Benefits

- ▶ Clear and challenging expectations.
- ▶ Stakeholders aware of what is needed to improve.
- ▶ It forces us to collaborate with others - this is not always successful.
- ▶ Develops the confidence of educators and learners.
- ▶ Develops the whole child to be independent.
- ▶ Learn about new developments.
- ▶ OECD work, opportunity to research world education systems, what works best.

## Points to consider

- ▶ Lack of time due to the size of the school - everyone teaches, heavy responsibilities. Need to make sure that students do not suffer, and always getting the best education.
- ▶ Need to re-structure the team again to share responsibilities further.
- ▶ Are all standards within reach?
- ▶ Sometimes difficult to release teachers to actively fulfill the standards.
- ▶ Need a lot of money to buy resources that support and enhance teaching.