



**YSGOL GYMRAEG
TREFYNWY**

Ysgol Gymraeg Trefynwy

2024-25

Cynllun Datblygu Ysgol Trosolwg i'r C.Ll a theuluoedd

**School Development Plan overview for G.B and
families**

Annwyl riant/ gofalwr,

Please see English translation below

Fel ysgol, rydym wedi cynllunio yn strategol i ddatblygu ein hysgol dros y tair blynedd nesaf, gan osod blaenoriaethau manwl ar gyfer y flwyddyn i ddod. Rydym yn awyddus i ddatblygu ethos cynhwysol, a theimlwn yn gryf bod cynnwys teuluoedd ym mhob rhan o addysg eich plant a thwf ein hysgol yn bwysig wrth ddatblygu a rhannu ein gweledigaeth a blaenoriaethau.

Gweler isod trosolwg o'n flaenoriaethau Cynllun Datblygu Ysgol.

Trosolwg o gynlluniau strategol tair blynedd

Argymhellion yn dilyn Arolygiad ESTYN -			
Fframwaith ESTYN	2024-25	2025-26	2026-27
Pa mor effeithiol y mae cwricwlwm yr ysgol, addysgu ac asesu yn cynorthwyo pob un o'r disgyblion, gan gynnwys y rhai mewn perygl o ddeilliannau andwyol, er enghraifft y disgyblion hynny y mae tlddi yn cael effaith arnynt, y rhai ag ADY neu rwystrau eraill a nodwyd rhag gwneud cynnydd, i:			
Maes Arolygu 1 Addysgu a Dysgu • ddysgu a gwneud cynnydd • datblygu eu gwybodaeth, medrau a dealltwriaeth • datblygu agweddau cadarnhaol at ddysgu • datblygu eu medrau Cymraeg	• Datblygu cynlluniau gwaith trawsgwricwlaidd cytbwys ar gyfer Cam cynnydd 1 a 2 sydd yn sicrhau dilyniant o fewn dosbarth cymysg • Datblygu gweithdrefnau ysgol sydd yn caniatáu pob disgybl i ddatblygu annibyniaeth a pherchnogaeth dros eu dysgu • Trochi bron pob disgybl yn y Gymraeg a chreu amgylchedd dysgu Cymreig	• Ehangu cynlluniau gwaith Ysgol Trefynwy i gynnwys manylder tair mlynedd ar gyfer Cam cynnydd 1 a 2 • Datblygu prosesau olrhain cynnydd ar gyfer Cam Cynnydd 1 a 2 • Parhau i ddatblygu gweithdrefnau dysgu annibynnol a pherchnogaeth wrth i'r ysgol dyfu • Parhau i sefydlu ethos Cymraeg a Chymreig ei natur wrth i'r ysgol dyfu	• Parhau i ehangu cynlluniau gwaith Ysgol Trefynwy i gynnwys cynnydd Cam Cynnydd 3 • Parhau i ddatblygu prosesau olrhain cynnydd ar gyfer Cam Cynnydd 1 a 2 ac ymestyn i gynnwys CC 3 • Mewnosod gweithdrefnau dysgu annibynnol ym mhob Cam Cynnydd • Parhau i sefydlu ethos Cymraeg a Chymreig ei natur wrth i'r ysgol dyfu
Maes Arolygu 2 Lles, gofal, cymorth ac Arweiniad • yn ddiogel a saff • yn mynychu'r ysgol yn rheolaidd • yn cael eu parchu a'u trin yn ddeg • yn datblygu medrau arwain ac yn ymgymryd â chyfrifoldebau • yn cael yr arweiniad a'r cymorth sy'n angenrheidiol ar gyfer y camau nesaf yn eu datblygiad	• Datblygu gweithdrefnau diogelu (safle a gofal) sydd yn caniatáu i bob disgybl ffynnu a theimlo'n ddiogel • Datblygu cytundeb a gweithdrefnau cytûn i osod disgwyliadau uchaf ar gyfer presenoldeb pob disgybl o'r cychwyn cyntaf . • Sefydlu prosesau asesu gwaelodlin i adnabod cryfderau ac anghenion pob disgybl er mwyn darparu ar gyfer camau nesaf yn eu datblygiad • Datblygu gweithdrefnau dosbarth i annog cyfrifoldebau ac ymateb i llais y disgybl	• Parhau i sefydlu gweithdrefnau diogelu safle a diogelu plant wrth i'r ysgol dyfu • Prosesau olrhain presenoldeb a chefnogi teuluoedd i oresgyn rwystrau yn sefydlog ac yn gwella presenoldeb disgyblion bregus • Datblygu Cyngor Ysgol er mwyn cynnwys llais y disgybl yn y broses gwella ysgol • Yr ysgol yn adnabod ac yn cefnogi pob disgybl i allu datblygu yn barhaus • Apwyntio/ hyfforddi CADY i arwain darpariaeth gofal a lles	• Parhau i sefydlu gweithdrefnau diogelu safle a diogelu plant wrth i'r ysgol dyfu • Prosesau olrhain presenoldeb a chefnogi teuluoedd i oresgyn rwystrau yn sefydlog ac yn gwella presenoldeb disgyblion bregus • Datblygu ystod o bwyllgorau llais y disgybl i gefnogi gwella'r ysgol • Yr ysgol yn adnabod ac yn cefnogi pob disgybl i allu datblygu yn barhaus • Parhau i ddatblygu rôl CADY i arwain darpariaeth gofal a lles
Maes Arolygu 3 Arwain a Gwella Pa mor effeithiol y mae arweinydd: • yn sicrhau bod pob un o'r disgyblion, ... yn dysgu'n effeithiol ac yn gwneud cynnydd • yn datblygu diwylliant, ethos cynhwysol a chyfeiriad strategol sy'n cefnogi cynnydd a lles pob un o'r disgyblion • yn nodi ac yn mynd i'r afael â meysydd i'w gwella, gan gynnwys mynd i'r afael ag argymhellion blaenorol • yn mynd i'r afael â blaenoriaethau cenedlaethol, gan gynnwys gwella ansawdd addysgu a datblygu'r Gymraeg • yn sicrhau bod dysgu proffesiynol yn gwella ansawdd addysgu, yn cefnogi gwelliant ysgol ac yn arfogi pob aelod o staff i gyflawni eu rolau • yn rheoli adnoddau'r ysgol	• Datblygu athrawes arweiniol fel Uwch Arweinydd yn gyfrifol am Addysgu a Dysgu • Datblygu gweledigaeth cytûn ble mae gofal a chynhwysiad yn flaenoriaeth er mwyn datblygu agweddau lles cadarnhaol i bob unigolyn o fewn ein hysgol • Creu cynllun strategol cytûn gan gynnwys elfennau dysgu proffesiynol i bob ymarferydd • Datblygu prosesau monitro ac arfarnu effeithiol er mwyn adnabod arfer dda a chefnogi gwelliant parhaus • Datblygu proffil ein hysgol yn y Gymuned er mwyn hysbysu addysg cyfrwng Cymraeg o safon uchaf	• Datblygu aelod o staff fel CADY/ Arweinydd Iechyd, Lles, Gofal ac Arweiniad • Adolygu a mireinio'r gweledigaeth cytûn mewn ymateb i twf yr ysgol • Parhau i ddatblygu cynllun strategol cytûn gan flaenoriaethu anghenion dysgu proffesiynol wrth i'r ysgol dyfu • Datblygu gweithdrefnau monitro ac arfarnu sefydlog sydd yn cefnogi gwelliant mewn addysgu a dysgu	• Datblygu aelod o staff fel CADY/ Arweinydd Iechyd, Lles, Gofal ac Arweiniad • Adolygu a mireinio'r gweledigaeth cytûn mewn ymateb i twf yr ysgol • Parhau i ddatblygu cynllun strategol cytûn gan flaenoriaethu anghenion dysgu proffesiynol wrth i'r ysgol dyfu • Datblygu gweithdrefnau monitro ac arfarnu sefydlog sydd yn cefnogi gwelliant mewn addysgu a dysgu

Dear parent/carers,

As a school, we have planned strategically to develop our school over the next three years, setting detailed priorities for the coming year. We are keen to develop an inclusive ethos, and we feel strongly that involving families in all areas of our school's growth and your child's education is important in developing and sharing our vision and priorities.

See below an overview of our School Development Plan priorities.

Three year Overview of strategic plan

ESTYN recommendations following inspection -			
ESTYN Framework	2024-25	2025-26	2026-27
How effectively the school's curriculum, teaching and assessment support each of the pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, those with ALN or barriers others identified from making progress, to:			
Inspection Area 1 Teaching and Learning • learn and make progress • develop their knowledge, skills and understanding • develop positive attitudes to learning • develop their Welsh skills	• Develop balanced cross-curricular schemes of work for Progression Step (PS) 1 and 2 which ensure progression within a mixed class • Develop school procedures that allow all pupils to develop independence and ownership over their learning • Immerse almost all pupils in the Welsh language and create a Welsh learning environment	• Expanding Ysgol Trefynwy's schemes of work to include year 3 - detail for Progress Stage 1 and 2 • Develop progress tracking processes for PS 1 and 2 Progress • Continue to develop independent learning procedures and ownership as the school grows • Continue to establish an ethos of Welsh and Welsh culture as the school grows	• Continue to expand Ysgol Trefynwy's schemes of work to include Progress Stage 3 progress • Continue to develop progress tracking processes for Progression Step 1 and 2 and extend to include PS 3 • Embed independent learning procedures in each progression Step • Continue to establish an ethos of Welsh and Welsh culture as the school grows
Inspection Area 2 Welfare, care, support and Guidance • safe and secure • attends school regularly • are respected and treated fairly • develops leadership skills and takes on responsibilities • get the guidance and support that is necessary for the next steps in their development	• Develop safeguarding procedures (site and safeguarding) that allow all pupils to thrive and feel safe • Develop an agreed policy and procedures to set the highest expectations for each pupil's attendance from the outset. • Establish baseline assessment processes to identify the strengths and needs of each pupil in order to provide for the next steps in their development • Develop classroom procedures to encourage responsibilities and respond to the pupil's voice	• Continue to establish site safety and child protection procedures as the school grows • Processes to track attendance and support families to overcome obstacles and improve the attendance of vulnerable pupils is embedded • Develop a School Council in order to include the pupil's voice in the school improvement process • The school recognises and supports each pupil to be able to develop continuously • Appoint/train a ALNco to lead care and welfare provision	• Continue to establish site safety and child protection procedures as the school grows • Processes to track attendance and support families to overcome obstacles and improve the attendance of vulnerable pupils is fully embedded • Develop a range of pupil voice committees to support the improvement of the school • The school recognises and supports each pupil to be able to develop continuously • Continue to develop the ALNco role to lead care and welfare provision
Inspection Area 3 Lead and Improve How effective leaders are: • ensures that all of the pupils, ... learn effectively and make progress • develops an inclusive culture, ethos and strategic direction that supports the progress and well-being of all pupils • identifies and addresses areas for improvement, including addressing previous recommendations • addresses national priorities, including improving the quality of teaching and developing the Welsh language • ensures that professional learning improves the quality of teaching, supports school improvement and equips all members of staff to fulfill their roles • manages the school's resources	• Develop a lead teacher as a Senior Leader responsible for Teaching and Learning • Develop an agreed vision where care and inclusion are a priority in order to develop positive wellbeing attitudes for all individuals within our school • Create an agreed strategic plan including professional learning elements for all practitioners • Develop effective monitoring and evaluation processes in order to identify good practice and support continuous improvement • Develop the profile of our school in the Community in order to inform Welsh-medium education of the highest quality	• Develop a member of staff as a ALNCo/ Health, Wellbeing, Care and Guidance Leader • Review and Refine the agreed vision in response to the growth of the school • Continue to develop an agreed strategic plan prioritising professional learning needs as the school grows • Develop established monitoring and evaluation procedures that support improvement in teaching and learning	• Continue to develop the role of ALNCo/ Health, Wellbeing, Care and Guidance Leader • Review and Refine the agreed vision in response to the growth of the school • Continue to develop an agreed strategic plan prioritising professional learning needs as the school grows • monitoring and evaluation procedures are fully established in supporting improvement in teaching and learning

Trosolwg o gynllun datblygu Blwyddyn 1:

Rydym wedi cynllunio yn fanwl ar gyfer ein 3 prif flaenoriaeth ar gyfer y flwyddyn nesaf. Ein blaenoriaethau ydy:

1. Sefydlu egwyddorion addysgu a dysgu sydd ymgorffori Cwricwlwm i Gymru ac yn annog annibyniaeth pob disgybl i gymryd perchnogaeth dros eu dysgu personol
2. Sefydlu gweledigaeth ac ethos cytûn sydd yn blaenoriaethu lechyd, gofal a Lles er mwyn galluogi pob disgybl i ddatblygu gwerthoedd positif ac agwedd cadarnhaol tuag at eu dysgu a'r byd ehangach
3. Sefydlu gweithdrefnau effeithiol sydd yn arwain at wella ysgol

Fe fyddwn yn gweithio tuag at y blaenoriaethau trwy:

Overview of the Year 1 development plan:

We have planned in detail for our 3 main priorities for the next year. Our priorities are:

1. Establish teaching and learning principles that incorporate the Curriculum for Wales and encourage the independence of each pupil to take ownership of their personal learning
2. Establish an agreed vision and ethos which prioritises Health, care and Wellbeing in order to enable all pupils to develop positive values and a positive attitude towards their learning and the wider world
3. Establish effective procedures that lead to school improvement

We will work towards the priorities by:

1. Sefydlu egwyddorion addysgu a dysgu sydd ymgorffori Cwricwlwm i Gymru ac yn annog annibyniaeth pob disgybl i gymryd perchnogaeth dros eu dysgu personol

- Datblygu gweithdrefnau ysgol sydd yn caniatáu i bob disgybl ddatblygu annibyniaeth a pherchnogaeth dros eu dysgu
- Adbabod ac arsylwi arfer dda Cam Cynnydd 1 a 2 mewn ysgolion er mwyn ehangu dealltwriaeth o egwyddorion addysgu a dysgu gwerth rhannu a chydweithio gyda'r GCA i sefydlu ethos a gweithdrefnau dysgu annibynnol effeithiol
- Creu cynllun gwaith dilynol ar gyfer Cam Cynnydd 1 a 2 sydd yn sicrhau cynnydd i bob oedran gan ystyried dosbarthiadau cymysg
- Creu a gweithredu polisi Asesu o fewn Dysgu sydd yn caniatáu i ddisgyblion cymryd cyfrifoldeb am eu dysgu a chynnydd ei hun a chyfoedion
- creu cynllun cyflwyno cystrawennau a geirfa Cymraeg a'i gweithredu
- gosod disgwyliadau parhaus i bob disgybl ddefnyddio cystrawennau Cymraeg a gyflwynwyd gyda chefnogaeth tan eu bod yn annibynnol

1. Establish teaching and learning principles that incorporate the Curriculum for Wales and encourage the independence of each pupil to take ownership of their personal learning

- Developing school procedures that allow all pupils to develop independence and ownership over their learning
- Acknowledge and observe the good practice of progression Step 1 and 2 in schools in order to broaden understanding of the principles of teaching and learning worth

sharing and collaborating with the EAS to establish an ethos and effective independent learning procedures

- Create a progressive scheme of work for progression Step 1 and 2 which ensures progress for all ages taking into account mixed classes
- Create and implement an Assessment within Learning policy that allows pupils to take responsibility for their own and peers' learning and progress
- create a plan to introduce Welsh syntax and vocabulary and implement it
- set continuous expectations for all pupils to use Welsh vocabulary that has been introduced with support until they are independent

2. Sefydlu gweledigaeth ac ethos cytûn sydd yn blaenoriaethu Iechyd, gofal a Lles er mwyn galluogi pob disgybl i ddatblygu gwerthoedd positif ac agwedd cadarnhaol tuag at eu dysgu a'r byd ehangach

- Datblygu gweithdrefnau diogelu (safle a gofal) sydd yn caniatáu i bob disgybl ffynnu a theimlo'n ddiogel trwy gydweithio gyda'r Sir ac Ysgol Overmonnow i sefydlu gweithdrefnau safle ysgol sydd yn ddiogel i fod disgybl ac ymwelwr;
- cydweithio fel staff, llywodraethwyr a theuluoedd i sefydlu amgylchedd dysgu diogel a datblygu ethos wedi sefydlu ar barch a gofal i bawb
- Sefydlu gweledigaeth ac ethos cytûn sydd yn blaenoriaethu Iechyd, gofal a Lles er mwyn galluogi pob disgybl i ddatblygu gwerthoedd positif ac agwedd cadarnhaol tuag at eu dysgu a'r byd ehangach
- Datblygu a rhannu polisi Presenoldeb cytûn a chydweithio gyda'r Sir a theuluoedd i sicrhau safonau uchel o bresenoldeb i bob plentyn
- Sefydlu prosesau asesu gwaelodlin i adnabod cryfderau ac anghenion pob disgybl er mwyn darparu ar gyfer camau nesaf yn eu datblygiad. Bydd hwn trwy ymchwil ymarferol, ymweliadau i weld arfer dda a chydweithio gydag ymarferwyr proffesiynol
- Cynnwys llais y disgybl wrth gynllunio ar gyfer dysgu a datblygu cyfrifoldebau Dosbarth a phersonol i bob disgybl

2. Establish an agreed vision and ethos which prioritises Health, care and Wellbeing in order to enable all pupils to develop positive values and a positive attitude towards their learning and the wider world

- Develop safeguarding procedures (site and care) that allow all pupils to thrive and feel safe by working together with the County and Overmonnow School to establish school site procedures that are safe for pupils and visitors;
- working together as staff, governors and families to establish a safe learning environment and develop an ethos founded on respect and care for all
- Establishing an agreed vision and ethos which prioritises Health, care and Wellbeing in order to enable all pupils to develop positive values and a positive attitude towards their learning and the wider world
- Develop and share an agreed Attendance policy and work together with the County and families to ensure high standards of attendance for all children

- Establish baseline assessment processes to identify each pupil's strengths and needs in order to provide for next steps in their development.
- Include the pupil's voice when planning for learning and developing Class and personal responsibilities for each pupil

3. Sefydlu gweithdrefnau effeithiol sydd yn arwain at wella ysgol

- cydweithio gyda staff, llywodraethwyr, rhieni a phlant i ddatblygu gweledigaeth ac amcanion cytûn ble mae gofal a chynhwysiad yn flaenoriaeth er mwyn datblygu agweddau lles cadarnhaol i bob unigolyn o fewn ein hysgol
- creu cynllun strategol er mwyn sefydlu a datblygu ysgol newydd gyda gweledigaeth gorfforaethol
- adnabod a chynllunio ar gyfer dysgu proffesiynol ar gyfer pob ymarferwr yn ôl anghenion personol a blaenoriaethau'r ysgol
- datblygu athrawes arweiniol fel Uwch Arweinydd yn gyfrifol am Addysgu a Dysgu
- datblygu cynllun monitro ac arfarnu sydd yn casglu tystiolaeth o amrywiaeth o ffynonellau er mwyn datblygu dealltwriaeth glir o arfer dda a chefnogi gwelliant parhaus
- adeiladu cysylltiadau a pherthnasoedd gyda'r eglwys leol a threfnu ymweliadau a gwasanaethau i ac o'r eglwys
- creu perthynas gyda'r grŵp Ti a Fi lleol ac ymweld yn dymhorol i gwrdd â phlant a rhieni
- defnyddio cyfryngau i hysbysu a rhannu digwyddiadau gyda rhieni a'r gymuned
- cysylltu â chwmnïau i drafod a chreu gwefan ysgol er mwyn hysbysu'r ysgol a rhannu dogfennau a gwybodaeth berthnasol
- cydweithio gyda rhieni i greu bws cerdded i'r ysgol yn ddyddiol gan annog Cymreictod yn y gymuned
- trefnu diwrnodau agored i'r gymuned ymweld â'r dosbarth
- cydweithio gyda'r CRhaA trefnu digwyddiadau rheolaidd i deuluoedd ddod i'r ysgol/dathlu ar y cyd

3. Establish effective procedures that lead to school improvement

- collaborate with staff, governors, parents and children to develop an agreed vision and objectives where care and inclusion are a priority in order to develop positive welfare aspects for all individuals within our school
- create a strategic plan in order to establish and develop a new school with a corporate vision
- identifying and planning for professional learning for each practitioner according to personal needs and the school's priorities
- developing a lead teacher as a Senior Leader responsible for Teaching and Learning
- develop a monitoring and evaluation plan that collects evidence from a variety of sources in order to develop a clear understanding of good practice and support continuous improvement
- building connections and relationships with the local church and organising visits and services to and from the church

- create a relationship with the local Ti a Fi group and visit seasonally to meet children and parents
- use media to inform and share events with parents and the community
- contact companies to discuss and create a school website in order to inform the school and share relevant documents and information
- working together with parents to create a walking bus to school on a daily basis encouraging Welshness in the community
- organise open days for the community to visit the class
- collaborate with the AMP to organize regular events for families to come to school/celebrate together

Gobeithio eich bod yn gweld y gwybodaeth yma yn ddefnyddiol.

I hope you find this information useful.

Cofion cynnes/ Kind regards

Mrs Matthews