BRO PEDR

POLISI DISGYBLION MWY ABL A THALENTOG

MORE ABLE AND TALENTED LEARNER POLICY

2024-2025

Polisi Disgyblion abl a thalentog

Drwy gydweithio gyda ac ymddiried yn ein staff a rhieni, rydym yn sicrhau fod pob disgybl yn cyrraedd y nôd yn ôl ei allu a'i dalentau. Gwnawn hynny drwy gynnig cyfle, cynhaliaeth ac arweiniad o fewn cymdeithas eangfrydig, bositif a diogel.

Diffiniad

• Mae'r term 'abl' yn cwmpasu disgyblion sy'n fwy galluog yn academaidd ar draws y cwricwlwm.
• Mae'r term 'talentog' yn cwmpasu'r rhai sy'n dangos dawn arbennig mewn un maes neu feysydd mwy penodol fel sgiliau chwaraeon, cerddor medrus yn ogystal â sgiliau arwain a rhyngbersonol.
Yn gyffredinol yng Nghymru, gall tua 20% o boblogaeth yr ysgol fod yn fwy abl tra gellir ystyried y 2% uchaf yn eithriadol. Mae'n bosib bod gallu uchel a thalentau yn datblygu a dirywio dros amser. Bydd rhai dysgwyr yn fwy abl a dawnus mewn cyfnod penodol yn ystod eu datblygiad ac efallai na fydd hyn yn barhaol.

Rhesymeg

Yn Ysgol Bro Pedr, rydym yn cydnabod pwysigrwydd sicrhau bod pob dysgwr yn derbyn lefel briodol o her er mwyn creu ymdeimlad o gyflawniad a chyfle i gyfoethogi'r addysg. Fel staff addysgu, byddwn yn ymdrechu i roi'r dechrau gorau mewn bywyd i'n dysgwyr a rhoi'r cyfle iddynt gyrraedd eu potensial tra'n defnyddio llais y disgybl er mwyn dylanwadu ar eu haddysg. Mae Ysgol Bro Pedr yn cydnabod ac yn dathlu doniau ein dysgwyr drwy sylweddoli bod y doniau hyn yn cwmpasu ystod eang o sgiliau a doniau e.e. mewn chwaraeon, celfyddydau mynegiannol a pherfformio tu allan i amgylchedd yr ysgol. Rydym yn bwriadu codi eu dyheadau a'u cyflawniad drwy ddatblygu:

- y gallu i ddysgu
- ystod o wybodaeth
- sgiliau craidd, e.e. datrys problemau
- creadigrwydd
- chwilfrydedd deallusol

Dulliau Adnabod

Defnyddir sawl maen prawf er mwyn adnabod disgyblion mwy abl a thalentog:

• Gwybodaeth gan yr ysgolion cynradd am allu a thalentau disgyblion
• Rhieni'n cwblhau holiadur am dalentau a diddordebau y disgyblion
• Data – CATS, camau cynnydd CIG, canlyniadau darllen a rhifedd cenedlaethol, data RADY a data SMID
• Barn broffesiynol staff
• Sylwadau anffurfiol gan rieni ac arbenigwyr allanol

Sut ydym yn darparu ar gyfer y disgyblion?

• Cydlynwyr mwy abl a thalentog i arwain a monitro'r ddarpariaeth.
• Cydweithio gydag asiantaethau arbennigol allanol e.e. Seren a The Brilliant Club.

• Cydlynu cyfleon datblygiad proffesiynol parhaus i staff sy'n ymdrin a dysgu ac addysgu a dulliau i ymestyn disgyblion.
• Codi ymwybyddiaeth staff am yr angen i adnabod disgyblion mwy abl a thalentog a darparu cwricwlwm heriol ar eu cyfer.
• Nodir cyfleon ymestynnol ar gynlluniau gwaith adran.
• Darparu cofrestr o ddisgyblion mwy galluog a thalentog a'i ddosbarthu i'r staff i gyd.
• Cynnig cyfleoedd (pan yn ymarferol) i rai disgyblion astudio pynciau opsiwn TGAU a Safon Uwch yn gynt na'u cyfoedion yn y flwyddyn ysgol.
• Annog disgyblion i fynychu sesiynau/ darlithoedd yn y brifysgol e.e. STEM (Prifysgol Aberystwyth) a Sesiynau Seren.
• Darparu cyfleon i ddisgyblion mwy abl a thalentog i weithio gyda'i gilydd mewn gweithdai arbenigol fel y Sgwad Sgwennu, Cystadleuaeth Ddadlau a Confident Futures.
• Hysbysu ac annog disgyblion i fynychu clybiau/digwyddiadau lleol a chenedlaethol, cystadlaethau a chyrsiau preswyl.
• Asesu, tracio cynnydd ac adnabod tangyflawni yn unol â Pholisi Asesu'r ysgol
•Trefnu ffug gyfweliadau o'r byd gwaith ar gyfer disgyblion ym Mlwyddyn 11 a Blwyddyn 13 gan arbenigwyr yn y meysydd y mae disgyblion unigol yn dangos gallu neu ddawn ynddynt.
•Cynnig cymorth ychwanegol ar gyfer ymgeiswyr Rhydychen a Chaergrawnt.
• Seremonïau gwobrwyo blynyddol i ddathlu llwyddiannau.

Rolau a Chyfrifoldebau

Rôl y Llywodraethwyr
- Sicrhau bod ffocws ar y plant abl a thalentog yn yr ysgol.
- Sicrhau bod trosolwg a chyfrifoldeb am ddarparu ar gyfer plant abl a thalentog o fewn yr ysgol ac i sicrhau adnoddau digonol.
- Pob llywodraethwr i gymryd cyfrifoldeb am blant abl a thalentog yr adranau maent yn gyfrifol amdanynt.

Rôl y Pennaeth/Uwch Dîm Rheoli
- Cynllunio a rheoli'n effeithiol y ddarpariaeth ar gyfer disgyblion mwy abl a thalentog.
- Adolygu'r cwricwlwm yn flynyddol fel bod y darpariaeth a gynlluniwyd i ymestyn y dysgwyr yn barhaus, yn gytbwys ac yn briodol.
- Cymryd rôl strategol mewn hyrwyddo cydweithrediad a chydweithio rhwng adrannau, MDaPhac ar draws y cwricwlwm cyfan er mwyn sicrhau cwricwlwm cyfoethog a chyson i blant abl a thalentog.
- Sicrhau cyfundrefn ysgol gyfan o wobrwyo a chydnabyddiaeth am waith a/neu gynnydd eithriadol.
- Gwella dealltwriaeth rhieni o sut y gallant gefnogi addysg eu plentyn.

Rôl y Cydlynydd abl a thalentog
- Darparu hyfforddiant ar gyfer arweinwyr ysgol, athrawon a staff cefnogi er mwyn eu cynorthwyo a'u galluogi i ddiwallu anghenion plant abl a thalentog.
- Defnyddio data i dracio cynnydd plant MAT.
- Cydlynu gyda Seren a rhaeadru gwybodaeth berthnasol gydag aelodau'r staff.

- Creu a chynnal cofrestr o ddisgyblion MAT a sicrhau ei bod yn cael ei diweddaru'n rheolaidd.
- Trefnu digwyddiadau a chynnal cyfleoedd ar gyfer disgyblion MAT.
- Hyrwyddo a dathlu llwyddiant disgyblion MAT ar wefannau cymdeithasol yr ysgol ac yn Llais Pedr.

Rôl y Pennaeth Adran / Cyfadran
- Sicrhau y caiff disgyblion abl a thalentog eu hystyried, ac y cyfeirir atynt mewn polisi cyfadran sy'n ymwneud ag addysgu a dysgu ac mewn cynlluniau gwaith a chynlluniau gwella.
- Gwerthuso darpariaeth yr ystafell ddosbarth ar gyfer plant abl a thalentog yn y gylchred gynllunio a datblygu flynyddol.
- Cynorthwyo staff i gynllunio ac adeiladu ar sgiliau presennol ac i lunio targedau clir, perthnasol a chyraeddadwy ar gyfer disgyblion abl a thalentog.
- Cyfeirio achosion disgyblion abl a thalentog i'r cydlynydd MAT.
- Sicrhau y caiff disgyblion abl a thalentog eu trafod mewn cyfarfodydd staff neu gyfarfodydd cyf adran, ac y rhennir arfer orau a phrofiadau ymhlith y gyfadran.

Rôl yr Athro
- Cynorthwyo, adnabod a chyfeirio plant sy'n abl a thalentog, ac sydd angen cefnogaeth i'r Pennaeth Cyfadran a/neu chydlynydd MAT.
- Darparu amrywiaeth o gyfleoedd a dulliau dysgu.
- Darparu gweithgareddau sydd yn defnyddio strategaethau sgiliau meddwl uwch e.e cynllunio cwestiynau agored heriol.
- Gosod tasgau sydd yn ymwneud â datrys problemau ac ymchwil trylwyr.
- Caniatau plant abl a thalentog i hepgor ymarfer y sgiliau sylfaenol y maent wedi'u meistroli er mwyn canolbwyntio ar ddysgu cyfoethocach ac ehangach.
- Gwahaniaethu gwaith dosbarth a gwaith cartref i ymestyn y dysgwr MATh.
- Defnyddio deunyddiau a strategaethau dysgu amgen, gwahaniaethol.
- Trafod targedau a strategaethau gyda'r plentyn sydd wedi'i adanabod fel plentyn abl a thalentog.

Rôl y Rhieni/Gwarchodwyr
- Cynghori a rhannu syniadau / strategaethau gyda'r rhieni fel eu bod yn gallu cefnogi addysg y plentyn yn fwy effeithiol.
- Sicrhau cyfathrebu effeithiol rhyngddynt a'r ysgol er mwyn rhannu gwybodaeth am dalentau neu ddiddordebau arbennig y plentyn.

Canllawiau i Rieni
- Neilltuo amser i drafod gwaith ysgol gyda'u plentyn.
- Annog eu plentyn i roi cynnig ar weithgareddau newydd trwy ymuno â gweithgareddau allgyrsiol sy'n cael eu cynnig gan yr ysgol.
- Cyfoethogi profiadau eu plentyn trwy annog ymweliadau e.e. orielau celf, amgueddfeydd, canolfannau chwaraeon.
- Ysbarduno diddordeb trwy annog eu plentyn i ddefnyddio adnoddau yn y cartref e.e. y rhyngrwyd, llyfrau, mapiau, gwylio rhaglenni/ffilmiau.
- Rhoi cyfle i'r plentyn gyfarfod â phlant sy'n rhannu'r un diddordebau e.e. trwy ymaelodi â chlybiau a chymdeithasau lleol.

Cofnod yr ysgol: Y Gofrestr MAT

• Ar ôl adnabod dysgwyr sy'n ddawnus ac/neu yn dalentog ac/neu yn alluog, fe'u cofnodir yn yr ysgol ar lefel pwnc/maes/blwyddyn ac ysgol gyfan fel yn briodol. Manylir ar natur eu harbenigedd, gan gyfeirio at y maes/meysydd neu'r agwedd benodol.

• Rhennir cynnwys y rhestr gyda'r holl staff a byddant yn gweithredu yn briodol ar sail hynny.

• Diweddarir y gofrestr yn llawn yn flynyddol yn fuan yn nhymor yr Hydref, ac yn ôl y galw yn ystod y flwyddyn. Defnyddir gwefanau cymdeithasol yr ysgol a Llais Pedr (cylchlythyr yr ysgol) i ddathlu llwyddiant ein holl ddisgyblion. Mae llwyddiant ein disgyblion abl a thalentog ar draws ystod o feysydd a phrofiadau yn nodwedd gref o hyn.

More able and talented learner policy

By working together and trusting our staff and parents, we ensure that every pupil is given the opportunity to reach their goal according to their ability and talents. We do that by offering rich opportunities, support and leadership within a broad-minded, positive and safe school community.

Definition
• The term 'able' is applied to pupils who are more academically able across the curriculum.
• The term 'talented' is applied to those who show special talent in specific areas such as sport, art, music and drama, as well as leadership and interpersonal skills.

Generally, in Wales, around 20% of the school population can be more able while the top 2% can be considered exceptional. High ability and talents may develop and decline over time. Some learners will be more able and talented at a certain stage during their development, and this may not be permanent.

Rationale
At Ysgol Bro Pedr, we recognize the importance of ensuring that all learners receive an appropriate level of challenge in order to create a sense of achievement and an opportunity to enrich the education. As teaching staff, we will strive to give our learners the best start in life and give them the opportunity to reach their potential while using the pupil's voice to influence their education. Ysgol Bro Pedr recognizes and celebrates the talents of our learners by realizing that these talents cover a wide range of skills and talents e.g. in sport, performing/expressive arts and outside the school environment. We aim to raise their aspirations and achievement by developing their:

- ability to learn
- range of information
- core skills, e.g. problem solving
- creativity
- intellectual curiosity

Methods of Identification
A wide range of methods can be used to identify more able and talented pupils, such as:
• Information from feeder/primary schools about pupils' abilities and talents
• Parents completing a questionnaire about the pupils' talents and interests
• Data – CATS, CFW progress stages, national reading and numeracy results, RADY data and SMID data
• Subject specific reference lists
• Professional judgment of staff
• Informal comments from parents and external experts

Our provision for MAT learners
• More able and talented coordinators to lead and monitor the provision.
• Collaboration with external special agencies e.g. Seren and The Brilliant Club.

• Continuous professional development opportunities for staff who deal with learning and teaching and methods to extend pupils.
• Raise staff awareness of the need to identify more able and talented pupils and provide a challenging curriculum for them.
• Opportunities for MAT students are identified on department work plans.
• Provide a register of more able and talented pupils and distribute it to all staff.
• Offer opportunities (when practical) for some pupils to study GCSE and A level option subjects earlier than their peers in the school year.
• Encourage pupils to attend sessions/lectures at the university e.g. STEM (Aberystwyth University) and Seren Sessions.
• Providing opportunities for more able and talented pupils to work together in specialist workshops such as the Writing Squad, Debating Competition and Confident Futures.
• Inform and encourage pupils to attend local and national clubs/events, competitions and residential courses.
• Assess, track progress and identify underachievement in accordance with the school's Assessment Policy
•Organize mock interviews for pupils in Year 11 and Year 13 by experts in the fields in which individual pupils show ability or talent.
• Offer additional support for Oxford and Cambridge candidates.
• Annual award ceremonies to celebrate achievements.

Roles and Responsibilities

The role of Governors

- Ensure that there is a focus on the able and talented children in the school.
- Have an overview and responsibility for providing for able and talented children within the school and to consider how resources can be allocated accordingly.
- All governors to be aware of the able and talented children of their assigned departments and the provision offered by the department.

Role of the Head/Senior Leadership Team

- Effective planning and management of the able and talented provision.
- Review the curriculum annually so that the provision desigend to stretch these learners is continuous, balanced and appropriate.To have a strategic role in promoting cooperation and collaboration between departments and AOLEs in ensuring a consistently rich curriculum for able and talented children.
- Ensure a school-wide system of rewarding and recognition for exceptional work and/or progress.
- Improve parents' understanding of how they can support their child's education.

The role of the able and talented Coordinator

- Provide training for school leaders, teachers and support staff to assist and enable them to meet the needs of able and talented children.
- Use data to track MAT pupils’ progress.
- Coordinate with Seren and share relevant information with staff members.

- Compile a register of MAT pupils and ensure it is regularly reviewed and updated.
- Organize events and opportunities for MAT pupils.
- Promote and celebrate the success of MAT pupils on the school website, social media and the school's newsletter - Llais Pedr.

The role of the Head of Department / AOLE

- Ensure that able and talented pupils are considered and are referred to in faculty policy relating to teaching and learning and in work and improvement plans.
- Evaluate the provision offered to able and talented children in the annual planning and development cycle.
- Assist staff in planning and build on existing skills and to draw up clear, relevant and achievable targets for able and talented pupils.
- Refer the identification or additional information of able and talented pupils to the MAT co-ordinator.
- Ensure that able and talented pupils are discussed in staff meetings or department meetings, and that best practice and experiences are shared among the department.

The role of the teacher

- Assist, identify and refer children who are able and talented, and who need support to the Head of Department and/or MAT co-ordinator.
- Provide a variety of learning opportunities and methods.
- Provide activities that use higher thinking skills strategies e.g. planning challenging open questions.
- Set tasks that involve problem solving and thorough research.
- Allow able and talented children to go beyond basic skills they have mastered to focus on richer and wider learning.
- Differentiate work (assigned in class and as homework) to ensure sufficient stretch for MAT learners.Use a variety of differentiated learning materials and strategies.
- Discuss targets and strategies with the child who has been identified as an able and talented child.

Role of Parents/Guardians

- Advise and share ideas / strategies with the parents so that they can support the child's education more effectively.
- Ensure effective communication between them and the school in order to share information about the child's special talents or interests.

Guidance for Parents

- Discuss school work with their child.
- Encourage their child to try new activities by joining extracurricular activities offered by the school.
- Enrich their child's experiences by encouraging visits e.g. art galleries, museums, sports centres.

- Stimulate interest by encouraging their child to use resources at home e.g. the internet, books, maps, watching programmes/films.
- Give the child the opportunity to meet children who share the same interests e.g. by joining local clubs and associations.

School record: The MAT Register

- After identifying learners who are gifted and/or talented and/or capable, they are recorded in the school at subject/year and school level as appropriate. The nature of their expertise is detailed, referring to the specific field/fields.
- The contents of the list are shared with all staff, and they will act appropriately on that basis.
- The register is fully updated annually in the Autumn term, and as required during the year.
- The school's social websites and Llais Pedr (the school's newsletter) are used to celebrate the success of all our pupils. The success of our able and talented pupils across a range of fields and experiences is a strong feature of this.