Ffederasiwn Ysgolion Casmael a Llanychllwydog

Cynllun Datblygu Ysgol 2026-2027 School Development Plan 2026-27

MAI/IA	Blaenoriaethau CDY 2026-27/ SDP Priorities 2026-27	Tystiolaeth/ Evidence	Arweinydd / Leader	Llywodraeth-wr cyswllt/ Link Governor
1	**Blaenoriaeth 1/Objective 1** **Datblygu diwylliant darllen sydd yn galluogi pob disgybl, yn enwedig y rhai sydd mewn perygl o dangyflawni, i ddod yn ddarllenwyr hyderus a phwrpasol sy'n cymhwyso eu medrau darllen yn effeithiol ar draws cyd-destunau dysgu.** Develop a reading culture that enables all pupils, especially those at risk of underachievement, to become confident and purposeful readers who apply their reading skills effectively across learning contexts.	Data profion darllen Canlyniadau cenedlaethol Blaenoriaeth clwstwr/sirol/cenedlaethol	E.P	M.P
2	**Blaenoriaeth 2/Objective 2** **Argymhelliad 1/Recommendation 1** **Ehangu cyfleoedd i'r disgyblion ieuengaf gryfhau eu medrau annibynnol tu fewn a thu allan i'r Dosbarth/** ***Expand opportunities for the youngest pupils to strengthen their independent skills inside and outside the classroom***	Arolwg Estyn 2025	R.E/E.P	Pwyllgor Cwricwlaidd /Curriculum Committee
3	**Blaenoriaeth 3/Objective 3** **Argymhelliad 2/Recommendation 2** **Sicrhau cyfleoedd cyson i ddisgyblion ymateb i adborth a gwella eu gwaith/** ***Ensure regular opportunities for pupils to respond to feedback and improve their work***	Arolwg Estyn 2025	S.G	Pwyllgor Cwricwlaidd /Curriculum Committee
4	**Blaenoriaeth 4/Objective 4 –** **Gwreiddio'r Fframwaith Iaith Newydd/** ***Embed the new Welsh Language Framework***	Holiadur staff Craffu ar waith, siarad gyda disgyblion Teithiau Dysgu 2025-26	A.L	M.P

1.Datblygu diwylliant darllen sydd yn galluogi pob disgybl, yn enwedig y rhai sydd mewn perygl o dangyflawni, i ddod yn ddarllenwyr hyderus a phwrpasol sy'n cymhwyso eu medrau darllen yn effeithiol ar draws cyd-destunau dysgu. 1. Dadansoddi data profion darllen a sillafu, creu amserlenni cymorth/ymyrraethau, targedu grwpiau penodol. 2.Adnabod grwp o ddarllenwyr bregus – staff i gymryd gofal am ddarlenwyr unigol am dymor 3. Pob Dosbarth i greu cornel darllen deniadol yn ogystal â chasgliad o lyfrau sy'n addas i'r thema, athrawon i annog darllenwyr i ddarllen amrywiaeth o lyfrau. 4. Cynnal sesiwn min nos yn seiliedig ar ddarllen – staff cyfan. Cytuno ar systemau digyfaddawd e.e • Cofnodion darllen • Darllen ar goedd • Modelu • Datblygu stamina • Darllen yn rhan o bob gwers 5. Creu holiadur ar gyfer disgyblion er mwyn deall anghenion a diddordebau y disgyblion. 6. Datblygu strategaeth darllen fel clwstwr 7. Adolygu'r defnydd o'r cynllun ffoneg Cymraeg – Tric a Chlic ar draws y ffederasiwn, adnoddau, hyfforddiant 8. Ymuno a pwyllgor gwaith y sir er mwyn trafod systemau ffoneg Saesneg sydd yn addas ar gyfer dysgu ffoneg Saesneg mewn ysgolion Cymraeg. Dewis system newydd, derbyn hyfforddiant, prynu adnoddau. 9. Athrawon i dderbyn hyfforddiant Caru Darllen, Science of Reading, Min nos -Nia Evans, Estyn 17.2.27 10. Datblygu rôl y pwyllgor 'Darllenwyr Difyr'/Llysgenhadon Darllen. 11. Cryfhau'r perthynas gyda rhieni a dealltwriaeth rhieni o bwysigrwydd darllen. Creu holiadur darllen i rieni. Trefnu cyfres o ddigwyddiadau – Tymor 1. - Noson/Prynhawn i rieni- pob dosbarth i gymryd rhan- dangos sut mae darllen yn newid yn y dosbarthiadau, sut mae nhw'n darllen yn yr Ysgol, bwydo'r pwysigwrywdd o ddarllen yn y cartref a datblygu'r ymdeimlad yma o ddarllen er pleser. i'w drefnu ar 20/10/2026 fel rhan o'r wythnos Lles. Sicrhau cyfleoedd cyfartal ar gyfer rhieni bregus 12. Cyflwyno pasbort darllen a llyfr i gofnodi adolygiadau darllen I ddigyblion bl 5 a 6 13. Monitro gwersi darllen, teithiau dysgu ayb. 14. Athrawon i fynychu cyfarfodydd tymhorol i drafod darllen ar draws y clwstwr. 15. Trefnu wythnos darllen ar gyfer y ffederasiwn 1/3-5/3 16. Gwahodd awduron/storïwyr mewn yn rheolaidd	1. Develop a reading culture that enables all pupils, especially those at risk of underachievement, to become confident and purposeful readers who apply their reading skills effectively across learning contexts. 1.Data analysis, creating interventions, and setting a specific direction. 2 Identify a group of readers; staff to take responsibility for supporting selected readers – adopt a reader 3 Each class to create a reading corner/area and a collection of books suited to the theme; teachers to encourage pupils to read more widely. 4 Hold an evening training session on reading – involving all staff. Agree on non-negotiable systems, e.g.: • Reading logs • Paired reading • Modelling • Developing stamina • Reading as part of every lesson 5 Create a pupil questionnaire to understand their reading preferences/ outcomes. 6 Develop a reading strategy as a cluster. 7 Review the use of the Welsh phonics scheme – 'Tric a Chlic' – across the federation (including resources and training). 8 Collaborate with the local authority to establish an English phonics system suitable for Welsh-medium schools (selecting a new system, training, and purchasing resources). 9 Teachers to receive training on 'Caru Darllen' (Love Reading), the Science of Reading, and a twilight session (Nia Evans / Estyn 17.2.27). 10 Develop the role of Reading Ambassadors. 11 Strengthen engagement with parents regarding reading. Create a reading questionnaire for parents. Organise a series of initiatives – Term 1 – Parent evening/afternoon (all classes to participate): demonstrating how reading evolves across the year groups and how reading is taught in school; highlighting home reading options; and the development of reading for pleasure. Scheduled for 20/10/2026 as part of Wellbeing Week. Share outcomes and advice with parents. 12 Introduce and distribute reading passports and books to Year 5 and 6 pupils. 13 Monitoring reading, teaching sessions, etc. 14 Teachers attending regional meetings regarding reading across the cluster. 15.Organising a reading week for the federation (1/3–5/3). 16. Regularly inviting authors/storytellers into our schools.

2. Ehangu cyfleoedd i'r disgyblion ieuengaf gryfhau eu medrau annibynnol tu fewn a thu allan i'r Dosbarth 1.Yn dilyn cyfnod o ymchwilio llynedd, arsylwadau a thrafodaethau professiynol, penderfynwyd busoddi mwy o egni, amser ag angerdd yn ein rhaglenni masnachol ar gyfer Gwyddoniaeth a Dyniaethau er mwyn datblygu dysgwyr sydd yn gallu meddwl, cwestiynu a chymhwyso gwybodaeth er mwyn rheoli dysgu eu hunain gyda hyder cynyddol. 2.Holiadur llais y disgybl – hyder wrth weithio'n annibynnol. Dadansoddi data'r holiadur er mwyn addasu adnoddau Cynllunio, Addysgu a Dysgu. 3.Ymweld ag Ysgol/ion lle mae arfer dda o ran datblygu annibynniaeth dysgwyr 4. Defnyddio dull dysgu yn seiliedig ar ymholiad o leiaf unwaith y tymor ar draws y CS i ddatblygu sgiliau dysgu annibynnol a galluogi disgyblion i ddewis a chyfeirio eu dysgu eu hunain. 5. Gwella sgiliau trefnu ac aros ar dasg- sicrhau dosbarthiadau trefnus gyda systemau pwrpasol er mwyn ymestyn yr annibynniaeth ymhellach 6. Darparu sesiwn i rieni ar sut i hyrwyddo annibyniaeth a dysgu annibynnol drwy chwarae ac addysgu am y diwylliant annibynnol sy'n cael ei feithrin yn yr ysgol. 7. Hyrwyddo sgiliau annibynnol drwy ddysgu yn yr awyr agored e.e. Llanast Llun/Mercher Mwdlyd/Heriau/Gwener Gwyllt - un grŵp annibynnol ym mhob sesiwn sy'n cyfarwyddo eu dysgu eu hunain. Sicrhau bod gan ddisgyblion bregus ddillad priodol i gymryd rhan 8. Pob Dosbarth i gyflwyno yn raddol cyfleoedd i'r disgyblion i arwain prosiectau yn gynyddol annibynnol, e.e blwyddyn 2 i wneud prosiectau yn annibynnol, disgyblion bl 6 I gynllunio, dysgu a gwerthuso gwersi eu Hunain. 9. Parhau i ddarllen am annibynnaieth er mwyn addasu ein harfer i gryfhau'r darpariaeth.	**2.Expand opportunities for the youngest pupils to strengthen their independent skills inside and outside the Class** 1.Following a period of research, observation, and professional discussion last year, it was decided to invest more energy, time, and passion into our commercial programme for Science and Humanities. The aim is to develop learners who can think, question, and apply knowledge to manage their own learning with growing confidence. 2. Administer a pupil voice questionnaire to measure levels of confidence in working independently. Analyse questionnaire data to adapt Planning, Teaching, and Learning resources. 3. Visiting school(s) demonstrating good practice in developing learner independence. 4. Using an inquiry-based learning approach at least once a term across the Foundation Phase to develop independent learning skills and enable pupils to choose and direct their own learning. 5. Improve organisational and the ability to stay on-task – ensure well organised classrooms with tailored systems to further extend independence. 6. Providing a session for parents on how to promote independence and independent learning through play, and explain the culture of independence being fostered at the school. 7.Promote independent skills through outdoor learning (e.g., Messy Monday/Muddy Wednesday/Challenges/Wild Friday) – with one independent group in each session directing their own learning. Ensure that vulnerable pupils have appropriate clothing to participate. 8. Each class to gradually introduce opportunities for pupils to lead projects with increasing independence—e.g., Year 2 pupils undertaking independent projects, and Year 6 pupils planning, teaching, and evaluating their own lessons. 9. Continue reading about independence in order to adapt our practice and strengthen provision.
3.Sicrhau cyfleoedd cyson i ddisgyblion ymateb i adborth a gwella eu gwaith. 1.Trefnu taith dysgu i ymweld ag arfer da PKC e.e. Neyland, er mwyn parhau i ddatblygu'r techneg o ddysgu penodol ac adalw gwybodaeth blaenorol ar ddiwedd pob uned. Ffocysu ar cwestiynu, ymarfer adalw, dysgu annibynnol a chydweithredol ac adborth effeithiol 2.Sicrhau bod adborth yn rhan annatod o drefniadau pob Dosbarth ar gyfer fframwaith Iaith Sir Benfro. Cynllunio cyfleoedd ar gyfer tasgau oer a phoeth er mwyn datblygu'r gallu i hunan wella yn gynyddol ymysg pob disgybl. 3.Parhau i ddatblygu cyfnod penodol yn wythnosol er mwyn i'r disgyblion ymateb i adborth yn CA2 4.Datblygu gallu disgyblion i ddefnyddio adborth yn annibynnol i nodi bylchau yn eu gwybodaeth, gwerthuso eu dysgu eu hunain a gwneud gwelliannau. 5.Trefnu ymweliad ag ysgol St. Peter's yng Nghaerdydd er mwyn gweld dulliau gwahanol o adborth. Astudio'r polisi enghreifftiol, ystyried addasu ein polisi eto. 6.Parhau i gydweithio gydag arweinwyr YBG er mwyn datblygu egwyddorion y" Writing Revolution" ym mlynyddoedd 5 a 6 e.e canolbwyntio ar wella paragraffiau penodol Trefnu ymweliadau cyson gan athrawon iaith YBG 7.Trefnu hyfforddiant gan Partneriaeth o'r rhaglen 'Addysgu â Phwrpas' , sef yr hyn y gall addysgu effeithiol ei gyflawni, yn ogystal â strategaethau ac adnoddau ymarferol sy'n galluogi athrawon i ddod yn rhagorol yn gyson ac yn gynaliadwy.	**3.Ensure constant opportunities for pupils to respond to feedback and improve their work** 1Organise a learning visit to see PKC good practice (e.g., at Neyland) to further develop specific learning techniques and the retrieval of prior knowledge at the end of each unit. Focus on questioning, retrieval practice, independent and collaborative learning, and effective feedback. 2.Ensure that feedback is an integral part of every class's arrangements for the Pembrokeshire Language Framework. Plan opportunities for 'cold' and 'hot' tasks to progressively develop pupils' capacity for self-improvement. 3.Continue to schedule a dedicated weekly session in KS2 for pupils to respond to feedback. 4.Develop pupils' ability to use feedback independently to identify gaps in their knowledge, evaluate their own learning, and make improvements. 5.Organise a visit to St Peter's School in Cardiff to observe different feedback methods. Study the exemplar policy and consider further adaptations to our own policy. 6.Continue collaborating with YBG leaders to develop the principles of the "Writing Revolution" in Years 5 and 6—for example, by focusing on improving specific paragraphs. Arrange regular visits from YBG language teachers. 7.Organise training through the 'Purposeful Teaching' partnership programme, covering what effective teaching can achieve, as well as practical strategies and resources that enable teachers to excel consistently and sustainably.(Partneriaeth)

8Casglu barn ein disgyblion am adborth yn Dilyn dwy flynedd o fireinio ein strategaeth. 9. Adolygu'r polisi adborth y ffederasiwn	8.Gather pupil views on feedback following two years of refining our strategy. 9.Review the federation's feedback policy.
4.Gwreiddio'r fframwaith iaith newydd. 1.Pob aelod o staff dysgu i ymateb i holiadur Catrin Phillips er mwyn casglu gwaelodlin a chynllunio ar gyfer hyfforddiant pellach 2. Unigolion i dderbyn hyfforddiant yn ol yr angen, e.g athrawon newydd, neu athrawon newydd i'r cyfnod. Trefnu cymorth a chefnogaeth i unigolion yn ol yr angen – e.e taith dysgu i ANG. 3.Sicrhau bod y fframwaith iaith yn rhan o ddatblygiad perfformiad y staff dysgu. Gosod targedau cyn diwedd Medi 4.Disgyblion bl 3-6 i gyflawni tasgau oer ar ddechrau pob uned fel gwaelodlin – ar lafar ac yn ysgrifenedig 5.Llafaredd •Athrawon i ddefnyddio gweithgareddau llafaredd mewn parau ac mewn grwpiau yn rheolaidd. •Disgyblion yn dangos mwy o barodrwydd i siarad Cymraeg yn y dosbarth ac mewn sefyllfaoedd anffurfiol. •Lefelau rhuglder yn gwella, fel y dangosir gan asesiadau mewnol ac arsylwadau. •Dathliadau o ddefnydd o'r Gymraeg drwy cynghorau, tystysgrifau ac arddangosfeydd. •Criw Cymraeg – Diwrnod Shw Mae, gwobrwyo wythnosol ac yn y blaen… •Sicrhau bod dysgu Cymraeg yn hwyl ac yn berthnasol (gemau, caneuon, cyd-destunau bywyd go iawn). •Defnyddio pwyntiau "Siarad Cymraeg", bingo, neu gystadlaethau dosbarth ar gyfer defnyddio'r Gymraeg yn naturiol. 6.Athrawon i amserlenni sesiynau penodol ar gyfer dysgu llafaredd gan ddefnyddio'r fframwaith i lywio'r sesiynau. Anelu at 4 gwaith yr wythnos 7.Athrawon i wneud defnydd da o'r cynllun gwaith enghreifftiol gan ddefnyddio un uned pob hanner tymor 8.Athrawon i gyd gynllunio gwersi iaith/adeiladwyr brawddegau er mwyn lleihau baich gwaith/rhannu adnoddau 9Trefnu ymweliadau ar gyfer disgyblion y ffederasiwn er mwyn rhannu arfer ieithyddol da 10.Trefnu gweithgareddau/gwersi ar y cyd ar draws y ffederasiwn er mwyn rhannu arfer dda ac annog disgyblion i siarad Cymraeg a modelu llafaredd 11.Cydweithio gyda phennaeth Cymraeg YBG er mwyn annog a datblygu cymreictod trwy rannu arfer dda a datblygu systemau trosglwyddo cadarn 12.Creu holiadur ar gyfer disgyblion er mwyn casglu barn am gemau a gweithgareddau/r fframwaith	**4.Embed the new language framework.** 1.All teaching staff to respond to Catrin Phillips's questionnaire to establish a baseline and plan for further training. 2.Individuals to receive training as required, e.g., new teachers or teachers new to the key stage. Arrange support for individuals as needed – e.g., a learning journey for ALN. 3.Ensure the language framework is part of teaching staff performance development. Set targets before the end of September. 4.Pupils in Years 3–6 to complete 'cold tasks' at the start of each unit to establish a baseline – both orally and in writing. 5.Oracy •Teachers to use paired and group oracy activities regularly. •Pupils to show a greater willingness to speak Welsh in class and in informal situations. •Fluency levels to improve, as evidenced by internal assessments and observations. •Celebrate the use of Welsh through councils, certificates, and displays. •'Criw Cymraeg' (Welsh Crew) – 'Shw Mae' Day, weekly rewards, etc. •Ensure learning Welsh is fun and relevant (games, songs, real-life contexts). •Use "Welsh-speaking" points, bingo, or class competitions to encourage natural use of Welsh. 6.Teachers to schedule specific sessions for teaching oracy, using the framework to guide the sessions. Aim for four times a week. 7Teachers to make effective use of the exemplar scheme of work, covering one unit per half-term. 8.Teachers to collaborate on planning language lessons and sentence-building activities to reduce workload and share resources. 9.Organise visits for pupils across the federation to share good linguistic practice. 10.Organise joint activities and lessons across the federation to share good practice, encourage pupils to speak Welsh, and model oracy. 11.Collaborate with the Head of Welsh at YBG to encourage and develop Welsh identity by sharing good practice and establishing robust transition systems. 12.Create a pupil questionnaire to gather views on games, activities, and the framework.