



Polisi Darpariaeth a Chefnogaeth ar gyfer Disgyblion Mwy Abl a Thalentog ***Policy for Provision and Support for More Able and Talented Pupils***

Diweddarwyd / Updated: 04/2021

Adolygiad Nesaf / Next Review: 04/2024

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Ein bwriad yn Ysgol Gymraeg Y Fenni yw rhoi'r addysg orau bosibl i bob disgybl beth bynnag eu hoed, rhyw, hil neu allu a chynorthwyo pob dysgwr i gyrraedd eu potensial llawn ar draws ystod eang o feysydd.

[Byddwn yn] Darparu cwricwlwm cyfoethocach a phrofiadau dysgu estynedig er mwyn cydnabod bod disgybl yn meddu ar amrywiaeth o alluoedd, doniau ac anghenion dysgu. Wrth wneud hynny, byddwn yn sicrhau bod amrywiaeth o gyfleoedd a heriau wedi'u darparu ar gyfer y disgyblion mwy galluog a dawnus er mwyn meithrin eu sgiliau a sicrhau eu bod yn cyflawni hyd eithaf eu gallu.

Cymru – y Wlad sy'n Dysgu: Gweledigaeth ar Waith

Yn sgil yr uchod mae'n ddisgwyliad ac yn gyfrifoldeb arnom fel ysgol i gydnabod yn gyntaf bod ystod o alluoedd neu dalentau i'w canfod o blith ei dysgwyr ac, o ganlyniad, bod angen rhoi ystyriaeth deilwng i'w hanghenion dysgu; anghenion caiff eu diwallu fel rhan o'r ddarpariaeth arferol, a thu hwnt i'r ddarpariaeth arferol yma'n ogystal.

Diffiniad o Ddisgyblion "Mwy Abl a Thalentog"

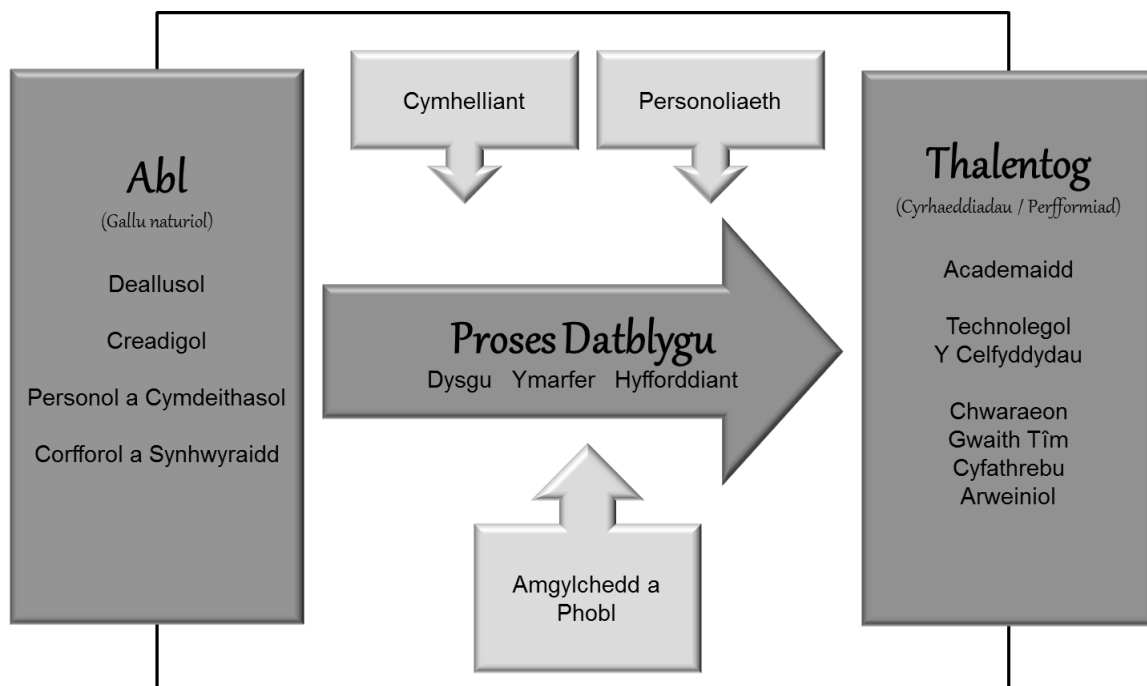
Disgyblion mwy abl a thalentog yw'r rhai sydd angen cefnogaeth sy'n ychwanegol i beth sydd fel arfer yn cael ei ddarparu gan yr ysgol i gynorthwyo dysgu uwch a ddatblygedig.

Diffiniwyd 'abl' a 'thalentog' yn ddwy sefyllfa addysgol wahanol.

Mwy abl: dysgwyr sy'n meddu ar allu naturiol uwch na'i chyfoedion mewn maes neu feysydd.

Mwy talentog: dysgwyr sy'n meddu ar allu naturiol a trwy broses datblygu (hyfforddiant, addysg, ymarfer a dysgu) wedi troi eu gallu yn gyrraedd iad a pherfformiad (academaidd, celfyddydol a chwaraeon.)

Swyddogaeth yr ysgol, yr athrawon a'r rhieni yw datblygu ein disgyblion mwy abl i fod yn ddisgyblion mwy thalentog. (Gweler y diagram isod)



Model Gagne wedi addasu ar gyfer J.M.Raffan (2007)

Adnabyddiaeth, Monitro a Strategaethau Dysgu ac Addysgu

Holl bwrpas ein system 'Mwy Abl a Thalentog' ydy i sicrhau bod disgyblion yn cyrraedd eu potensial a datblygu i fod yn dysgwyr annibynnol. O ganlyniad, teimlwn fod angen i ni ffocysu ar ddau catagori o ddisgyblion fel rhan o'n rhaglen 'Mwy Abl a Thalentog.' Y catagori cyntaf yw'r disgyblion sy'n cyflawni ond sydd angen her ychwanegol i wella ymhellach. Yr ail catagori yw'r disgyblion sy'n tangyflawni. Mae dynode ddisgyblion sy'n tangyflawni (mewn unrhyw maes) neu ddim wedi datblygu yn dysgwyr annibynnol eto yn rhywbeth pwysig i ni ganolbwyntio arno fel ysgol.

Mae ein hysgol wedi mabwysiadu system adnabyddiaeth tair cangen;

1. Trwy trafodiaethau profesiynol gyda staff byddwn yn adnabod cryfderau a gwendidau'r disgyblion.
2. Defnyddiwn brofion safonedig, lefelu gwaith i ddynodi pa ddisgyblion fyddai'n gallu elwa o gymorth ychwanegol. Mae'n bwysig nodi na fydd yr ysgol yn gwneud penderfyniadau ar sail profion yn unig. Nid ydym byth yn cymryd un darn o waith yn unig fel sail dosbarthu disgybl yn 'mwy abl a thalentog.' Mae'r penderfyniad i enwebi plentyn yn 'mwy abl a thalentog' yn dod trwy astudiaeth fanwl o nifer o ddarnau o waith.
3. Byddwn yn trafod, yn fanwl, ddynodiadau allanol fel modd o ddsbarthu plentyn yn 'fwy abl a thalentog.' Os yw'r dynodiad yn cytuno gyda chanlyniadau gyda changen 1 a 2 (ac os credwn bydd yn byddiol iddi/iddo derbyn fwy o gymorth) fe fydd y plentyn yn cael eu nodi'n 'mwy abl a thalentog.' Os mae rhiant yn credu mai ei plentyn yn 'fwy abl a thalentog' ac angen mwy darpariaeth nag rhoddir mewn cyd-destun dosbarth, byddwn yn fwy na hapus i drafod y sefyllfa yn manwl. Fel rhiant, dylech gysylltu gyda'ch athro dosbarth a fydd wedyn, yn ei dro, yn cysylltu â'r cydlynnydd Disgyblion Mwy Abl a Thalentog. Dydy hon ddim yn meddwl byddwn yn gweithredu darpariaeth tu allan i'r ystafell ddsbarth. Caiff y sefyllfa ei monitro'n agos a gwneir penderfyniad i weld os gallwn ni helpu fel ysgol.

Gan ddefnyddio'r wybodaeth a gasglwyd yn y broses ddynodi gallwn sicrhau darpariaeth effeithiol a gwella neu barhau i gynnal safon uchel o les unigol y plentyn unigol.

Byddwn yn gwrando ac yn rhoi ystyriaeth i deimladau a barn disgyblion 'mwy abl a thalentog' fel gwnawn gyda phob plentyn a byddwn yn eu hannog i gymryd fwy o gyfrifoldeb am eu haddysg eu hunain.

Islaw mae rhestr o'r meini prawf posib ar gyfer dynodi plentyn fel 'mwy abl a thalentog.' Rhaid dweud nad dyma'r unig feini prawf fodd bynnag teimlwn fod hyn yn fan dechrau

leithyddol

Meddu ar yr allu i ddefnyddio iaith yn effeithiol iawn ar ffurf lafar .
Meddu ar yr allu i ddefnyddio iaith yn effeithiol iawn ar ffurf ysgrifenedig .
Darllen yn gyflym ac yn dargadw gwybodaeth .
Yn deall ac yn gwerthfawrogi'r defnydd o eirfa ac yn ei defnyddio (e.e. mwysairiau, cartwnau a.y.y.b.)

Mathemategol a Rhesymegol

Meddu ar yr allu i ddatblygu sgiliau meddwl rhesymegol .
Meddu ar yr allu i ddatrys problemau haniaethol .
Dealltwriaeth eithriadol o ddulliau mathemategol .
Dealltwriaeth eithriadol o brosesau gwyddonol .
Yn dangos dealltwriaeth dda iawn o brosesau achos a chanlyniad .
Gweld ac yn cymryd cyfleoedd i addasu a gwella sefyllfaoedd a systemau.
Meddu ar chwilfrydedd anarferol am gwestiynau athronyddol (e.e. pwrpas bywyd, tegwch, cyfiawnder a.y.y.b.)
Yn gofyn llawer o gwestiynau dwfn a chythruddol .
Dealltwriaeth eithriadol o Dechnoleg Gwybodaeth a Chyfathrebu .

Rhyngbersonol

Meddu ar yr allu i weithio gydag eraill .
Dangos empathi at deimladau eraill .
Yn dangos sgiliau arweinyddiaeth eithriadol .
Beirniadu gwaith eu hun a gwaith eraill yn adeiladol.

Personol

Meddu ar yr allu i ymateb i broblem yn gyflym a chymrud yr awenau.
Meddu ar yr allu i ddirnad a defnyddio gwybodaeth i arwain ei gweithredoedd.

Cinesthetig a Chorfforol

Meddu ar yr allu i reoli'r corff a'i symudiadau .
Meddu ar sgiliau chwaraeon eithriadol .
Rhagori wrth greu neu ddefnyddio gwrthrychau crefft, celf, mecanyddol a.y.y.b.

Cerddorol

Meddu ar yr allu i ddefnyddio traw, rhythm a thôn yn dda .
Meddu ar sgiliau offerynnol eithriadol .

Arall

Meddu ar yr allu i gynhyrchu gwaith estynedig effeithiol yn annibynnol .
Meddu ar yr allu i ddyfal barhau gyda cymhelliant.

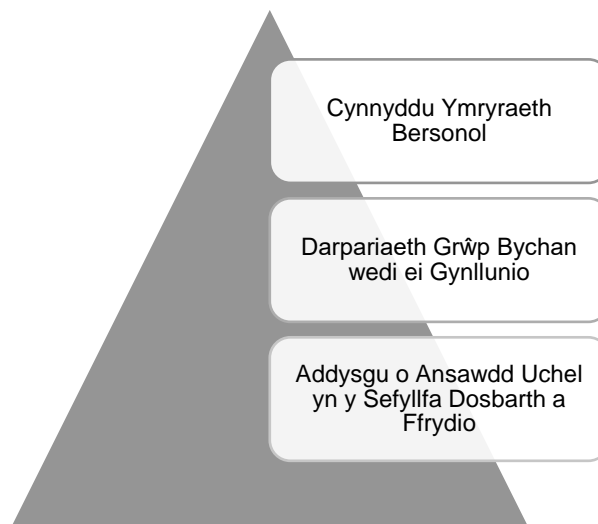
Mae ein hysgol yn credu fod angen i ni edrych ar blentyn mewn modd holistig. Byddwn yn gweithio i:

1. Ddatblygu eu cryfderau a'u gallu naturiol a thrwy broses o ddatblygu, troi'r hyn yn dalantau o fewn cyd-destun cwricwlwm sy'n eang, cytbwys ac yn amrywiol.
2. Gweithio ar eu gwendidau i sicrhau cynnydd mewn pob maes addysg, lefel uchel o hunan-barch, dealltwriaeth o ddyfalbarhad a datblygu sgiliau gydol-oes. Mae hyn yn tynnu sylw i'r ffaith bod ein hysgol yn credu bod angen sicrhau darpariaeth bugeiliol ar gyfer disgyblion 'mwy abl a thalentog' yn ogystal i'w anghenion addysgol.

Credwn yn gryf bod pob disgybl yn gallu elwa o'r cynlluniau 'Mwy Abl a Thalentog' felly mae'r strategaethau a ddefnyddir yn technegau gallwn ddefnyddio ar gyfer pawb yn y dosbarth. Fel canlyniad, rhagwelwn y bydd y canlynol (fel enghreifftiau o ddarpariaeth 'Mwy Abl a Thalentog o fewn sefyllfa'r dosbarth) yn ddigon i fwyafrif y blant.

- Cwestiynu penagored,
- Tasgau a phroseictau ymchwil,
- Defnydd technoleg gwybodaeth a chyfathrebu ar draws y cwricwlwm,
- Sgiliau meddwl,
- Sgiliau cyfathrebu,
- Sgiliau rhif,
- Gwahaniaethu effeithlon gan ffocysu ar wthio pob plentyn,
- Gweithgareddau heriol,
- Disgyblion yn gwneud penderfyniadau,
- Cynnal cymhelliant y plant trwy wneud dysgu'n gyffrous,
- Gosod targedau SMART.

Er hynny, pan ddaw sefyllfa lle nad yw ddigon o darpariaeth yn gallu cael eu rhoi yn mewn cyd-destun dosbarth, dilynwyd y model canlynol yn ôl cyngor NACE Cymru.



Pan fydd plentyn yn cyrraedd yr angen am ddarpariaeth grŵp bychan ychwaneeol wedi'i gynllunio neu fwy o ymyriad personol, bydd yr ysgol opsiynau posibl gyda rhieni i sicrhau bod darpariaeth ddigonol ar gael.

Bydd y cydlynnydd MATH ac athrawon dosbarth yn trefnu dyddiadau adolygu a chyfarfodydd gyda rhieni i fonitro cynnydd y disgyblion ac i asesu os oes fwy/llai o gefnogaeth neu darpariaeth yn angen.

Bydd y staff yn cynnal cyfarfodydd i drafod trosglwyddo fydd yn sicrhau datblygiad cryd a rhannu gwybodaeth. Gwanwn hyn yn fewnol a hefyd gyda'r meithrin, unrhyw ysgolion blaenorol (lle bo angen) ac ysgol uwchradd, fel sy'n briodol.

Our intention at Ysgol Gymraeg Y Fenni is to provide the best possible education for all pupils whatever their age, gender, race or ability and to assist all learners to reach their full potential across a wide range of areas.

[We will] provide an enriched curriculum and extended learning to recognize that pupils have a range of abilities, aptitudes and learning needs. In doing so, we will ensure that a range of opportunities and challenges have been provided for the More Able and Talented pupils to develop their skills and ensure that they achieve their full potential.

Wales - The Learning Country: Vision into Action

In light of the above there is an expectation and a responsibility upon us as a school to recognize that there is a range of abilities or talents to be found among our learners and, consequently, that there is a need to give due consideration to their learning needs; needs that are to be met as part of normal provision, as well as beyond the normal provision.

Definition of "More Able and Talented" Pupils

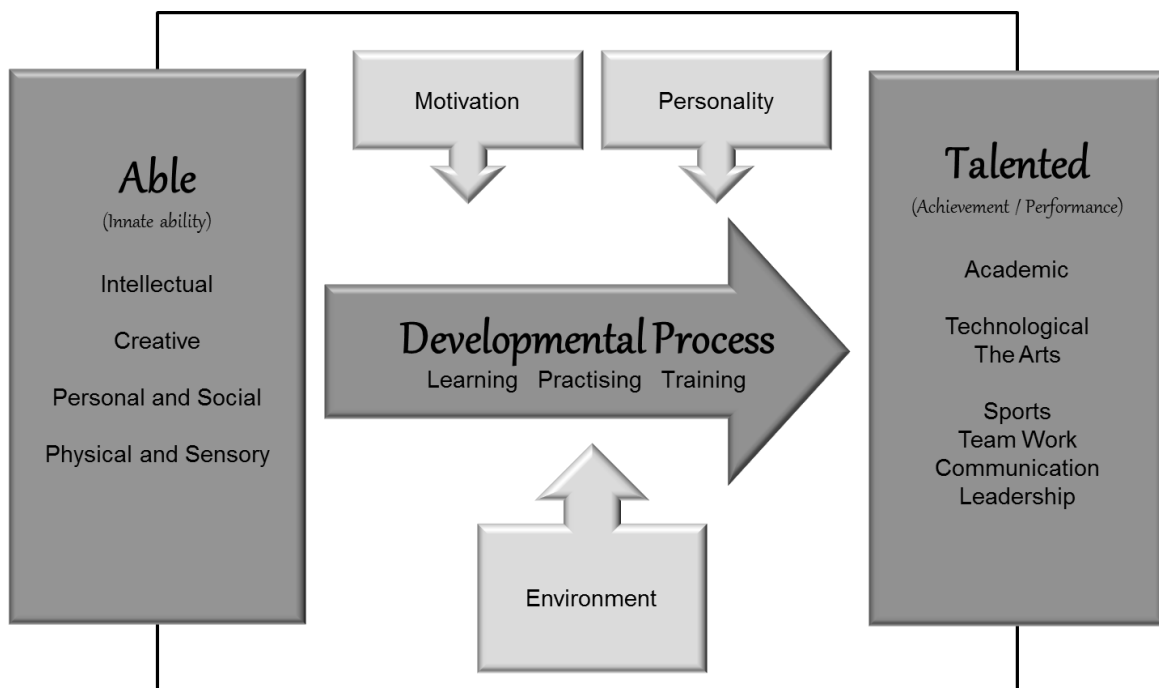
More able and talented pupils are those pupils who need additional support other than what is normally given by the school to support advanced learning.

'Able' and 'Talented' are defined as two different educational situations.

More able: pupils who possess a natural ability higher than their peers in one or more fields.

More talented: learners who possess a natural ability and by the process of development (training, education, practise and teaching) have turned their abilities into performance and achievement (academic, artistic and sporting).

The role of the school, teachers and parents is to develop our more able pupils to be more talented. (See diagram below.)



Gagne's Model adapted for J.M.Raffan (2007)

Identification, Monitoring and Teaching and Learning Strategies

The whole purpose of our 'More Able and Talented' system is to ensure that pupils reach their potential and develop into more independent learners. As a result, we feel that there are two categories of pupils that we need to focus on as part of our 'More Able and Talented' programme. The first category is that of the pupil who is achieving expected targets but needs additional challenges to improve further. The second category is that of the children underachieving. The identification of pupils who are underachieving (in any subject or area) or those who have not developed into more independent learners are very important for us as a school to focus on.

Our school has adopted a three-branch system of identification;

- 1. By holding professional staff discussions we will identify the strengths and weaknesses of individual pupils.*
- 2. We use standardized tests and levelling of work to identify which pupils who would benefit from additional support. It is important to note that the school will not make decisions based on tests only. We never take one piece of work as a basis for classing pupils as 'More Able and Talented.' The decision to nominate a child as 'More Able and Talented' follows a detailed study of many pieces of work.*
- 3. We will discuss, in depth, external nominations as a means of classing a child as being 'More Able and Talented'. If the nomination is in agreement with results within branch 1 and 2, the child will be classified as 'More Able and Talented.' If a parent believes that their child is More Able and Talented and requires more provision than is provided in the class context, we would be happy to discuss the situation in detail. As a parent, you should contact your class teacher who will then, in turn contact the MAT co-ordinator. This does not necessarily mean that we will enact upon extending provision straight away outside of the classroom. The situation will be monitored carefully and a decision made to see if we, as a school, can help.*

Using the information gathered in the identification process we can begin to ensure effective delivery and improve or continue to maintain a high standard of the well-being of the individual child.

We will listen and take into account the feelings and opinions of 'More Able and Talented' pupils as we do with every other child and we encourage them to take more responsibility for their own education.

Below is a list of possible criteria for the identification of students as 'More Able and Talented.' These, it must be said, are not the only criteria. However, we feel that this is a starting point.

Literacy

Possesses the ability to use language effectively orally .
Possesses the ability to use language effectively in written form .
Reads quickly and retains information.
Understands and appreciates uses of vocabulary and uses it effectively (e.g. puns, cartoons etc.)

Mathematical and Logical

Possesses the ability to develop logical thinking skills.
Possesses the ability to solve abstract problems .
Outstanding understanding of mathematical methods .
Outstanding understanding of scientific processes .
Demonstrates a very good understanding of cause and effect .
Is a person who sees and takes opportunities to adapt and improve situations and systems.
Possesses an unusual curiosity for philosophical questions (e.g. the purpose of life, fairness, justice etc.)
Asks many deep, searching and provocative questions .
Outstanding understanding of Information and Communication Technology .

Inter-personal

Possesses the ability to work with others .
Shows empathy towards others' feelings .
Demonstrates outstanding leadership skills .
Constructively critical of his/her own work and the work of others.

Personal

Possesses the ability to react to a problem quickly and use initiative.
Possesses the ability to look introspectively and use this information to lead actions.

Kinaesthetic and Physical

Possesses the ability to control his/her body and movements .
Possesses outstanding sports skills .
Outstanding in the creation or use of art, craft, mechanical objects etc.

Musical

Possesses the ability to use pitch, rhythm and tone well .
Possesses outstanding instrumental skills .

Other

Possesses the ability to produce extended work effectively and independently .
Possesses the ability to persevere with motivation.

Our school believes that we need to look at a child holistically. We will work on:

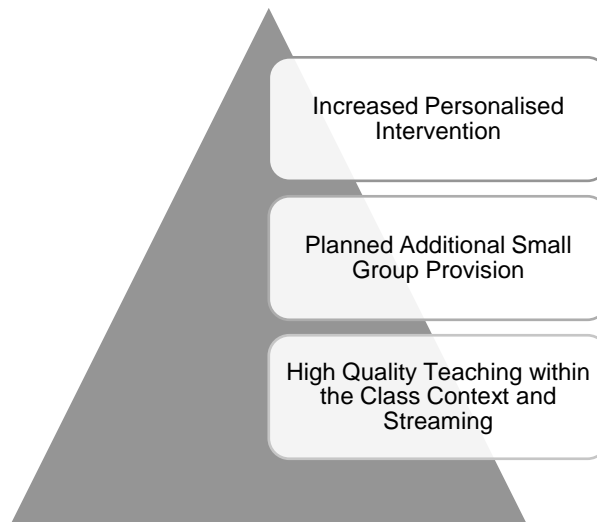
1. Developing their strengths and natural ability and through a process of development, turn these into talents within the context of a curriculum that is broad, balanced and varied.

2. Work on their weaknesses to ensure progress in all areas of education, high self-esteem, understanding of persistence and development of lifelong skills. This draws attention to the fact that our school believes that there should be pastoral provision for 'More Able and Talented' pupils, in addition to their educational needs.

We believe strongly that every child can gain from the 'More Able and Talented' programme. Therefore the strategies used are techniques that often ones that will be adopted by the whole class. As a result, we anticipate that the following (as examples of provision for 'More Able and Talented' children in a class setting) will be applicable for the majority of children.

- Open ended questioning,
- Research tasks and projects,
- Use of ICT across the curriculum,
- Thinking skills,
- Communication skills,
- Number Skills,
- Effective differentiation which focuses on pushing all,
- Challenging activities,
- Pupils making decisions,
- Sustaining motivation by making learning exciting,
- Setting SMART targets.

Even so, when a situation occurs where not enough provision can be given in the class context, we will follow the following model advised by NACE Cymru.



When a child reaches the need for planned additional small group provision or increased personalised intervention, the school will discuss possible options with parents to ensure that adequate provision is put in place.

The MAT co-ordinator and class teachers will organise review dates and meetings with parents to monitor the progress of the pupils and to assess whether more/less support or provision is required.

Staff will hold meetings to discuss transition that will ensure a strong development and the sharing of information. We will do this internally and also with the Nursery (Meithrin), any previous schools (where necessary) and secondary school, as appropriate.