

# Introduction

Swansea's  
principles for  
pupil  
progression

# Cyflwyniad

Egwyddorion  
Abertawe ar  
gyfer  
cynnydd  
disgyblion



Cyngor **Abertawe**  
**Swansea** Council

# Role of assessment

- Enable each learner to make progress at an appropriate pace
- Ensure pupils are supported and challenged
- Contribute to holistic picture of the learner
- Support progress along 3 – 16 continuum
- Support professional dialogue at all levels
- Inform required teaching and learning
- Inform curriculum design
- Inform new/innovative effective pedagogical approaches

# Rôl asesu

- Galluogi pob dysgwr i wneud cynnydd ar gyflymder priodol
- Sicrhau bod disgyblion yn cael eu cefnogi a'u herio
- Cyfrannu at ddarlun cyfannol o'r dysgwr
- Cefnogi cynnydd ar hyd continiwm 3 – 16
- Cefnogi deialog broffesiynol ar bob lefel
- Llywio dysgu ac addysgu angenrheidiol
- Llywio dyluniad y cwricwlwm
- Llywio dulliau addysgeg effeithiol newydd/arloesol

# Role of assessment

- Supporting individual learners on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice.

# Rôl asesu

- Cefnogi dysgwyr unigol yn barhaus, o ddydd i ddydd
- Nodi, cofnodi a myfyrio ar gynnydd dysgwyr unigol dros amser
- Deall cynnydd grŵp er mwyn myfyrio ar arfer.

## Supporting individual learners on an ongoing, day-to-day basis

Should identify...

- individual strengths
- individual achievements
- areas for improvements
- barriers to learning
- opportunities for practitioners to discuss progress with learners
- challenge and support required

Should...

- be embedded into teaching
- allow practitioners to respond to individual needs on an ongoing basis

## Cefnogi dysgwyr unigol yn barhaus, o ddydd i ddydd

Dylai nodi ...

- cryfderau unigol
- cyflawniadau unigol
- Meysydd ar gyfer gwelliannau
- rhwystrau i ddysgu
- cyfleoedd i ymarferwyr drafod cynnydd gyda dysgwyr
- yr her a chefnogaeth sydd ei angen

Dylai...

- fod wedi ei ymgorffori yn y dysgu
- ganiatáu i ymarferwyr ymateb i anghenion unigol yn barhaus

## Identifying, capturing and reflecting on individual learner progress over time

- use assessment records (where approp) to support practitioners to identify progress made by individual learners
  - over different periods of time
  - in a variety of ways
  - how a learner has learned
  - what they have learned
  - what they can demonstrate

## Nodi, cofnodi a myfyrio ar gynnydd dysgwyr unigol dros amser

- defnyddio cofnodion asesu (lle fo'n briodol) i gefnogi ymarferwyr i nodi'r cynnydd a wnaed gan ddysgwyr unigol
  - dros gyfnodau gwahanol o amser
  - mewn sawl ffordd
  - sut mae dysgwr wedi dysgu
  - yr hyn maen nhw wedi'i ddysgu
  - yr hyn y gallant ei ddangos

## Identifying, capturing and reflecting on individual learner progress over time

Reflecting on progress will

- help practitioners to give feedback
- help to plan future learning
- inform interventions (support)
- inform the challenge required
- inform the immediate next steps
- help develop longer-term objectives/goals
- help reporting to parents/carers

## Nodi, cofnodi a myfyrio ar gynnydd dysgwyr unigol dros amser

Bydd myfyrio ar gynnydd yn

- helpu ymarferwyr i roi adborth
- helpu i gynllunio dysgu yn y dyfodol
- llywio ymyriadau (cymorth)
- llywio'r her sydd ei angen
- hysbysu'r camau nesaf
- helpu i ddatblygu amcanionhir dymor
- helpu i adrodd i rieni/gwarcheidiaid

## Understanding group progress in order to reflect on practice

Know...

- how different learner groups make progress
- curriculum strengths and areas for development
- how needs have been met (sharing effective practice)
- how the school supports disadvantaged learners
  
- support robust self-evaluation and improvement planning

## Deall cynnydd grŵp er mwyn myfyrio ar ymarfer

Adnabod...

- sut mae gwahanol grwpiau o ddysgwyr yn gwneud cynnydd
- cryfderau a meysydd datblygu y cwricwlwm
- sut y mae anghenion wedi'u diwallu (rhannu arfer effeithiol)
- sut mae'r ysgol yn cefnogi dysgwyr difreintiedig
  
- cefnogi hunanwerthuso a chynllunio gwella cadarn

## Summary

- Where the use of assessment is particularly strong, schools ensure that it has a formative role in improving teaching and helps pupils better understand their learning.
- Effective practice is a clear understanding of formative assessment and utilise a range of strategies that best supports learners in that context
- Effective assessment practices identify the progress pupils are making across the curriculum

## Crynodeb

- Ble mae'r defnydd o asesu yn arbennig o gryf, mae ysgolion yn sicrhau bod ganddi rôl ffurfiannol wrth wella dysgu ac yn helpu disgyblion i ddeall eu addysgu'n well.
- Mae arfer effeithiol yn ddealltwriaeth glir o asesu ffurfiannol ac yn defnyddio ystod o strategaethau sy'n cefnogi dysgwyr yn y cyd-destun hwnnw orau.
- Mae arferion asesu effeithiol yn nodi'r cynnydd y mae disgyblion yn ei wneud ar draws y cwricwlwm



## Summary

- Effective assessment informs how teaching can be adjusted in response to information.
- Good systems ensure that professional learning focusses on effective pedagogy in teaching and assessment
- Good systems have a reflective culture

## Crynodeb

- Mae asesiad effeithiol yn llywio sut y gellir addasu dysgu mewn ymateb i wybodaeth.
- Mae systemau da yn sicrhau bod dysgu proffesiynol yn canolbwyntio ar addysgeg effeithiol mewn dysgu ac asesu
- Mae gan systemau da ddiwylliant myfyriol

## What's next?

- Outline principles of effective formative assessment
- Reference a range of strategies
- Develop a better understanding of feedback
- Develop a better understanding of next learner next steps
- Examples of effective practice

## Beth nesaf?

- Amlinellu egwyddorion asesiad ffurfiannol effeithiol
- Cyfeirio at amrywiaeth o strategaethau
- Datblygu gwell dealltwriaeth o adborth
- Datblygu gwell dealltwriaeth o'r camau nesaf i'r dysgwr nesaf
- Enghreifftiau o arfer effeithiol