



POLISI MWY ABL A THALENTOG

2018 - 2019

Mabwysiadwyd gan y Corff Llywodraethol :

Llofnod y Cadeirydd: Dyddiad:

Llofnod y Pennaeth: Dyddiad:

Dyddiad Adolygu:

Rhesymeg:

Rydym yn cydnabod fod gennym blant Mwy Abl a Thalentog. Dylid annog plant unigol i ddatblygu eu potensial oddi mewn i amgylchedd dysgu sy'n cwmpasu cyfle a darpariaeth gyfartal. Datblygu'r plentyn cyfan sy'n bwysig a bydd galluoedd a thalentau yn ymddangos mewn ystod eang o bynciau a meysydd.

Nodau:

- canfod ein plant mwy abl a thalentog yn gynnar;
- hyrwyddo hunan-barch y plentyn;
- cydnabod a diwallu anghenion y plentyn cyfan;
- mynd i'r afael a sgiliau a thalentau penodol;
- ehangu cyfleoedd a disgwyliaid trwy ymestyn sgiliau addysgu a dysgu;
- dathlu datblygiad parhaus yr ysgol fel cymuned sy'n dysgu.

Diffiniadau:

- **mwy Abl a Thalentog** yw'r term cyffredinol ar gyfer y cysyniad hwn;
- gall plant fod yn **fwy abl ac / neu'n fwy talentog** mewn amrywiol feysydd (academaidd, creadigol, chwaraeon, cymdeithasol, arweiniad);
- buasai plant **mwy abl** yn dangos gallu uwch na'r cyffredin ar gyfer y dosbarth a buasant yn aml angen tasgau gwahaniaethol a chyfleoedd i ddysgu trwy sialensau;
- bydd y plant **mwyaf abl** yn gweithio ar ddwy lefel yn uwch na mwyafrif y plant dosbarth ac weithiau buasai angen darpariaeth ychwanegol a gwahanol arnynt. Buasai CGU yn cefnogi hyn;
- mae plant **talentog** yn amlygu talent neu sgil cynhenid ym meysydd creadigol neu chwaraeon;
- mae'n bosibl y gall plant mwy Abl a Thalentog fod yn ehedwyr uchel, yn ffri-wilwyr neu'n anniddig.

Trefniant:

- bydd polisi'r ysgol ar gyfer plant Mwy Abl a Thalentog yn gweithio oddi mewn i fframwaith polisi'r cwricwlwm;
- bydd yr athrawon yn rhannu disgwyliaid ar gyfer gwersi gyda'r disgyblion;
- bydd staff yn gwneud defnydd effeithlon o adnoddau;
- bydd athrawon yn defnyddio arddulliau addysgu priodol yn ôl anghenion plant unigol, ac yn gwerthuso eu deilliannau;
- bydd athrawon yn defnyddio eu hasesiadau i ddylanwadu ar gynllunio at y dyfodol;
- bydd gwahaniaethu effeithiol ar gyfer pob plentyn, gan gynnig sialens digonol i'r plant Mwy Abl a Thalentog.

Dysgu ac Addysgu:

Dylai strategaethau addysgu a dysgu gynnwys, lle bo'n briodol:

- setio ar gyfer llythrennedd a rhifedd;
- amrywio grwpiau i siwtio tasgau;
- cyfleoedd ymestyn;
- cyfleoedd dysgu a gychwynir gan y plentyn;
- cwestiynau gwahaniaethol gan athrawon;
- defnydd wedi'i dargedu o gynorthwywyr dosbarth;
- mabwysiadu dull datrys problemau o ddysgu;
- mabwysiadu dull seiliedig ar sgiliau o ddysgu;
- ymwybyddiaeth o arddulliau dysgu;
- ymweliadau gan arbenigwyr;
- ymgynghori â Chydlynnydd yr AAL.

Monitro a Gwerthuso:

- dylai pob monitor a gwerthuso adlewyrchu gweithdrefnau hunan-arfarnu'r ysgol a'i pholisi monitro a gwerthuso;
- dylai Cofrestr Plant Mwy Abl a Thalentog a CGU y plant gael eu monitro a'u hadolygu yn rheolaidd gan y Cydlynnydd;
- dylai'r plant fod yn ymwybodol o'r data profi a'r broses adolygu CGU er mwyn iddynt fod yn weithredol yn y broses o osod targedau dysgu eu hunain;
- dylai'r Cydlynnydd gysylltu yn rheolaidd a'r Llywodraethwr/aig sydd a chyfrifoldeb am blant Mwy Abl a Thalentog;
- bydd y Corff Llywodraethol yn gwneud sylw ar gynnydd a datblygiadau yn eu Hadroddiad Blynnyddol i rieni.



MORE ABLE AND TALENTED POLICY

2018 - 2019

Policy adopted by Governing Body :

Signed by Chairperson: Date:

Signed by Headteacher: Date:

Review Date:

Logic:

We acknowledge that we have More Able and Talented pupils. Individual pupils should be encouraged to develop their potential within an environment which encompasses opportunity and equal provision. Developing the whole child is important, and abilities and talents will appear in a broad range of subjects and areas.

Aims:

- identify our most able and talented pupils early;
- promote the pupil's self-respect;
- recognise and meet the needs of the whole child;
- get to grips with specific skills and talents;
- broaden expectations and opportunities by extending teaching skills and learning;
- celebrate the continuous development of the school as a learning community.

Definitions:

- **more able and talented** is the general term for this concept;
- pupils may be **more able and / or more talented** in various areas (academic, creative, sport, social, leadership);
- **more able** pupils demonstrate a higher ability than the ordinary in the class and will often require differentiated tasks and opportunities to learn through challenges;
- **more able** pupils will work at two higher levels than the majority of pupils in the class and will sometimes require additional and different provision IAP will support this;
- **talented** pupils demonstrate their skills or an inherent skill in creative areas or sport;
- it's possible that More Able and Talented pupils are "high fliers", free wheelers or discontent.

Organisation:

- the school's policy for more able and talented pupils will work within the curriculum framework policy;
- teachers will share lesson expectations with pupils;
- staff will make efficient use of resources;
- teachers will use appropriate teaching styles according to individual pupil needs, and evaluate the outcomes;
- teachers will use their assessments to influence future planning;
- there will be effective differentiation for all pupils, offering sufficient challenge for More Able and Talented pupils.

Teaching and Learning:

Teaching and learning strategies should include, where appropriate:

- set for literacy and numeracy;
- vary groups to suit tasks;
- opportunities for advance;
- learning opportunities initiated by the pupil;
- differentiated questions from teachers;
- targeted use of class assistants;
- adopt a problem solving method of learning;
- adopt a method based on learning skills;
- awareness of teaching styles;
- visits from specialists;
- liaise with the LEA co-ordinator.

Monitoring and Evaluation:

- all monitoring and evaluating should reflect the school's self-evaluation process and its monitoring and evaluation policy;
- the more able and talented pupils register and pupils' IAP should be monitored and reviewed twice per annum by the co-ordinator; (usually following an assessment);
- pupils should be aware of the testing and the IAP review process so that they are involved in the process of setting their own learning targets;
- the coordinator should regularly contact the governor responsible for more able and talented pupils;
- the Governing Body will comment on progress and development in their annual report to parents.