



YSGOL BRO IDRIS

Darparu ar gyfer disgyblion mwy galluog a thalentog

1. Cyflwyniad

Mae'r polisi hwn yn ymwneud â disgyblion sydd angen cyfleoedd i gyfoethogi ac ymestyn eu profiadau y tu hwnt i'r rheiny a ddarperir i fwyafrif o'r disgyblion. Mae'n cynnwys disgyblion sy'n fwy galluog ar draws y cwricwlwm, yn ogystal â rheiny sy'n dangos dawn mewn un neu rhagor o feysydd penodol.

2. Cyd-destun

2.1 Am wahanol resymau gall rhai myfyrwyr galluog gael eu dadrithio, bod mewn perygl o golli diddordeb ac mewn rhai achosion gallant ddatblygu patrymau negyddol o ymddygiad a bod yn anystywallt mewn dosbarth. Gall y fath ymddygiad gelu gallu a photensial unigolyn

2.2 Gallai patrwm presenoldeb dysgwyr galluog yn yr ysgol fod yn afreolaidd gan eu bod yn diflasu'n hawdd. Mae angen i ddisgyblion gael amgylchedd cynhaliol sy'n hybu llawer o hunan barch er mwyn eu cymell i ddysgu

2.3 Rhaid i ddisgyblion gael datblygu eu potensial drwy gwricwlwm o gyfle. Gellir meithrin plant o bob dawn a gallu drwy gyfrwng cwricwlwm wedi ei gyfoethogi a phrofiadau dysgu estynedig. Felly bydd cyfarfod ag anghenion disgyblion mwy abl a thalentog o fudd i'r holl ddisgyblion

3. Datganiad o fwriad

Bydd Adran Addysg Gwynedd yn cynghori a chynorthwyo ysgolion i weithredu eu dyletswyddau a'u cyfrifoldebau tuag at ddisgyblion mwy galluog a thalentog i sicrhau eu bod yn cyrraedd eu potensial addysgol.

4. Fframwaith Statudol

4.1 Deddf Addysg 1996

4.2 Deddf Plant 2004

5. Egwyddorion Sylfaenol

5.1 Mae gan pob dysgwr mwy galluog a thalentog yr hawl i gael mynediad i addysg cyn ysgol a holl wasanaethau addysg



5.2 Mae gan bob dysgwr mwy galluog a thalentog yr hawl i gyfleodd ar gyfer cyrraedd llwyddiannau addysgol

6. Amcanion Adran Addysg Gwynedd

6.1 Sicrhau bod pob dysgwr mwy galluog a thalentog yn cael mynediad i'r addysg briodol ar gyfer ei allu neu'i ddawn

6.2 Sicrhau hyfforddiant i athrawon yn y strategaethau a'r fethodoleg fydd yn diwallu anghenion dysgwyr mwy galluog a thalentog.

6.3 Rhannu arferion da yn y maes rhwng ysgolion

6.4 Cefnogi rhieni a dysgwyr mwy galluog a thalentog

6.5 Hyrwyddo a chefnogi cysylltiadau rhwng ysgolion a sefydliadau addysg uwch, busnesau a diwydiant

7. Dyletswyddau Corff Llywodraethol Ysgol

7.1 Dylai corff lywodraethol ysgolion sicrhau bod polisi gweithredol ganddynt ar gyfer disgyblion mwy galluog a thalentog.

7.2 Dylai'r corff ddynodi aelod i dderbyn cyfrifoldeb am y maes

7.3 Mae gan lywodraethwyr ysgolion ddyletswydd i gyfarfod a gofynion Deddf Plant 1944, Deddfau Addysg 1981, 1988, 1996, a Deddf Plant 2004

8. Cyfrifoldebau a dyletswyddau Penaethiaid ysgolion

DYLAI PENNAETH SICRHAU:-

**POTENSIAL+ (CYFLEON A CHEFNOGAETH) + SYMBYLIAD =
CYRHAEDDIAD UCHEL AC ARBENIGEDD**

Dylai Pennaeth Strategol sicrhau



8.1 Bod data cyrhaeddiad, gan gynnwys meini prawf mewn Addysg Gorfforol, yn cael ei ddadansoddi, fel bod disgyblion mwy galluog a thalentog, a'r disgyblion sydd ar gallu i gyrraedd lefelau uchel o berfformiad, yn cael eu hadnabod

8.2 Bod dulliau effeithiol o hunan arfarnu'n yn sicrhau bod tangyflawnwyr yn cael eu hadnabod a'u potensial yn cael ei asesu.



- 8.3 Bod aelod o staff wedi ei ddynodi i dderbyn cyfrifoldeb am gydlynu polisi a darpariaeth yr ysgol yn y maes.
- 8.4 Sicrhau bod gan yr ysgol bolisi yn nodi y modd y bydd yr ysgol yn gweithredu a monitro'r ddarpariaeth ar gyfer y disgyblion mwy galluog a thalentog.
- 8.5 Sefydlu gweithdrefnau sydd yn hyblyg ac yn effeithiol i adnabod y disgyblion mwy galluog a thalentog.
- 8.6 Sicrhau bod cyraeddiadau disgyblion yn cydweddu gyda'u gallu a'u potensial, gan gymryd i ystyriaeth data perfformiad yr ysgol yn ogystal â gwybodaeth o'u systemau tracio mewnol.
- 8.7 Sicrhau awyrgylch ac ethos gadarnhaol parthed disgyblion mwy galluog a thalentog, gan greu ysgol ple mae stereoteipio negyddol am y disgyblion hyn yn cael ei herio.
- 8.8 Sicrhau bod y cwricwlwm a chyfleoedd tu allan i wersi yn cyfarfod ag anghenion y disgyblion mwy galluog a thalentog
- 8.9 Sicrhau hyfforddiant priodol i athrawon yn y maes.
- 8.10 Sicrhau dilyniant addas o un cyfnod addysg i'r nesa neu i fyd gwaith
- 8.11 Sicrhau bod darpariaeth ar gyfer disgyblion mwy galluog a thalentog wedi treiddio drwy pob agwedd o fywyd yr ysgol.



 Polisi Disgyblion Mwy Abl a Thalentog Ysgol Bro Idris 
Mabwysiadwyd ddiwethaf: Corff Llywodraethol Ysgol Bro Idris, 12 ^{fed} o Orffennaf 2018
Dyddiad mabwysiadu nesaf: Tymor yr Haf 2021
Llofnod Cadeirydd y Corff Llywodraethol: <i>H. W Jones</i>
Dyddiad: 12.07.18
Llofnod y Pennaeth Strategol: <i>J. Owen</i>
Dyddiad: 12.07.18

Adran Addysg Gwynedd
Gwasanaeth Ysgolion
Polisi Disgyblion Mwy Galluog a Thalentog 2010





YSGOL BRO IDRIS

Provision for more able and gifted pupils

1. Introduction

This policy relates to pupils who require opportunities to enrich and extend their experiences beyond those provided for most pupils. It includes pupils who are more able across the curriculum, as well as those who display talents in one or more specific fields.

2. Context

2.1 Certain able students may for whatever reason, become disaffected, be at risk of losing interest and in other cases may develop negative behaviour patterns and be unruly in class. Such behaviour may conceal an individual's ability and potential.

2.2 The attendance pattern of able learners at school may be irregular as they easily become bored. Pupils require a supportive environment which promotes much self-esteem so as to motivate them to learn.

2.3 It is imperative that pupils develop their potential through a curriculum that provides opportunity. Children of all gifts and ability can be fostered through a curriculum enriched with extended learning experiences. Therefore, meeting the needs of more gifted and able pupils will benefit all the pupils.

3. Mission Statement

Gwynedd Education Department will advise and assist schools to implement their duties and responsibilities towards more able and gifted pupils to ensure that they achieve their educational potential.

4. Statutory Framework

- 4.1 1996 Education Act
- 4.2 2004 Children's Act

5. Basic Principles

5.1 Every more able and gifted learner is entitled to pre-school education and all education services.

5.2 Every more able and gifted learner is entitled to opportunities to achieve educational success.



6. Aims of Gwynedd Education

6.1 Ensure that every more able and gifted learner has access to education suitable for his ability or talent

6.2 Provide teachers with training in the strategies and methodology which will meet the needs of more able and gifted learners.

6.3 Share good practices in the field between schools

6.4 Support more able and gifted parents and learners

6.5 Promote and support links between schools and higher education establishments, businesses and industry

7. Responsibilities of a School Governing Body

7.1 A school governing body should ensure that they implement a policy for more able and gifted pupils.

7.2 The body should designate a governor to be responsible for the field

7.3 School governors have a duty to meet the requirements of the 1944 Children's Act, 1981, 1988, 1996 Education Acts, and 2004 Children's Act

8. School Strategic Headteacher's Responsibilities and duties

A STRATEGIC HEADTEACHER SHOULD ENSURE

**POTENTIAL+ (OPPORTUNITIES AND SUPPORT) + MOTIVATION =
HIGH ACHIEVEMENT AND EXPERTISE**

A Strategic Headteacher should ensure

8.1 That achievement data, including PE criteria, is analysed, so that more able and gifted pupils, and those pupils who have the ability to achieve high levels of performance, are identified.

8.2 That effective self-evaluation methods ensure that underachievers are identified and their potential is assessed.

8.3 That a staff member has been designated to be responsible for co-ordinating the school's policy and provision in the field.



8.4 Ensure that the school implements a policy noting how the school will implement and monitor the provision for more able and gifted pupils.

8.5 Establish flexible and effective procedures to identify the more able and gifted pupils.

8.6 Ensure that pupils' achievements match their ability and potential, taking the school's performance data as well as their knowledge of their internal tracking systems into account.

8.7 Secure a positive environment and ethos regarding more able and gifted pupils, creating a school whereby negative stereotyping of these pupils is challenged.

8.8 Ensure that the curriculum and opportunities provided outside lessons meet the needs of more able and gifted pupils.

8.9 Provide appropriate training for teachers in the field.

8.10 Ensure more appropriate progression from one education phase to the next or to the world of work

8.11 Ensure that provision for more able and gifted pupils has permeated all aspects of school life.