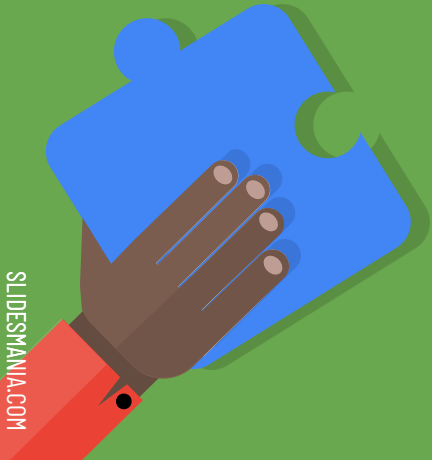


Cwricwlwm
Ysgol Croes Atti
Curriculum
Medi 2022
September 2022



Ein Gweledigaeth...

Ein nod yw datblygu disgyblion i fod â chariad at iaith, yr ardal leol a'r byd. Byddwn yn dangos parch a gofal at ein gilydd gan edmygu a gwerthfawrogi pawb. Cynigiwn le i bawb anelu'n uchel, bod yn fentrus a mwynhau dysgu gyda balchder. Ymgorfforwn gyfleoedd i feistrolï sgiliau newydd gan ddatblygu creadigrwydd ac awch wrth gydweithio ag eraill.

Ein nod yw darparu **gofal ac addysg** o'r **safon uchaf** mewn amgylchedd **hapus, gofalgar, gweithgar a diogel** i alluogi pob plentyn, beth bynnag fo'i gallu, i gyflawni ei botensial ac anelu'n uchel. Rhoddir pwyslais ar ddysgu sgiliau sylfaenol **llythrennedd a rhifedd** a phwysigrwydd eu gwneud yn berthnasol ac ystyrlon i'r disgyblion. Rhoddwm bwysigrwydd mawr ar wneud y plant yn ymwybodol o'u **hamgylchedd, eu cymuned, eu gwlad a'r byd**.

Trwy ddefnyddio dull addysgu a dysgu sy'n seiliedig ar **themâu a chwestiwn mawr**, mae strwythur ein cwricwlwm yn cynnwys y chwe Maes Dysgu a Phrofiad. Mae pob un o'r Meysydd Dysgu a Phrofiad hyn yn gwneud cyfraniadau arbennig a chryf at ddatblygu pedwar diben y cwricwlwm. Gyda'i gilydd, maent yn diffinio ehangder y cwricwlwm. Mae **cyfoeth o brofiadau addysgol** yn rhan annatod o'r cwricwlwm, i **ehangu gorwelion** y plant, **ysgogi eu dychymyg** a **hybu mwynhad wrth ddysgu**.

Our Vision...

Our aim is to develop pupils to have love for our language, the local area and the world. We will show respect and care for each other, admiring and be appreciating of everyone. We offer all pupils a place to aim high, be adventurous and enjoy learning with pride. We incorporate opportunities to master new skills, whilst developing creativity and enthusiasm when collaborating with others.

Our aim is to provide the **highest quality care and education** in a **happy, caring, active and safe environment** to enable every child, whatever their ability, to achieve their potential and aim high. Emphasis is placed on learning basic **literacy and numeracy** skills and the importance of making them relevant and meaningful to the pupils. We place great importance on making the children aware of their environment, their **community, their country and the world**.

By using a teaching and learning method that is based on **themes and a big question**, the structure of our curriculum includes the six Learning and Experience Areas. Each of these Areas of Learning and Experience makes special and strong contributions to developing the four purposes of the curriculum. Together, they define the breadth of the curriculum. A **wealth of educational experiences** is an integral part of the curriculum, to **broaden the children's horizons, stimulate their imagination and promote enjoyment while learning**.



Gwerthoedd Ysgol Croes Atti

Cymru a Chymreictod -

Rydym yn dysgu iaith newydd, yn ei chaffael a'i mwynhau ym mhob rhan o fywyd ysgol. Rydym yn Gymry Cymraeg balch.



Cymuned - Byddwn fel ysgol yn ymfalchio yn ein cymunedau lleol gan fanteisio ar ein byd o'm cwmpas a dangos parch tuag ato.



Hyder - Wrth gyflwyno sialensiau newydd, cyfleoedd dysgu diddorol byddwn yn creu disgyblion sy'n credu yn eu hunain i anelu uchel i gyrraedd y nod.



Parch, gofal a lles -

Rydym yn parchu'n gilydd ac eiddo pawb. Dangoswn barch wrth wrando ar farn a theimladau'n gilydd. Edrychwn ar ôl ein gilydd.



Mentro - Wrth gyd-gynllunio bydd y dysgu yn ysbrydoledig, bydd hyder i fentro, i annog ei gilydd, i feddwl yn greadigol a dysgu o lwyddiannau a methiannau cyn symud ymlaen i'r her nesaf.

Hapusrwydd a mwynhad -

Bydd y disgyblion yn mwynhau eu profiadau dysgu gan annog ei gilydd a magu cymhelliant i drio eu gorau a dyfalbarhau.



Cefnogi a Chydweithio -

Byddwn yn cefnogi ein gilydd ym mhob agwedd o fywyd ysgol er mwyn datblygu a dysgu'n barhaus.



Ysgol Croes Atti values

Wales and Welshness - We learn a new language, acquire it and enjoy it in every part of school life. We are proud Welsh-speakers..



Respect, care and well-being - We respect each other and everyone's property. We show respect by listening to each other's opinions and feelings. We look after each other.



Community - As a school we will be proud of our local communities by taking advantage of our world around us and showing respect towards it.



Confidence - By presenting new challenges and interesting learning opportunities we will create pupils who believe in themselves to aim high to reach the goal.



Happiness and enjoyment -

The pupils will enjoy their learning experiences, encouraging each other and gaining motivation to try their best and persevere.



Venture - When planning together the learning will be inspiring, there will be confidence to take risks, to encourage each other, to think creatively and learn from successes and failures before moving on to the next challenge.



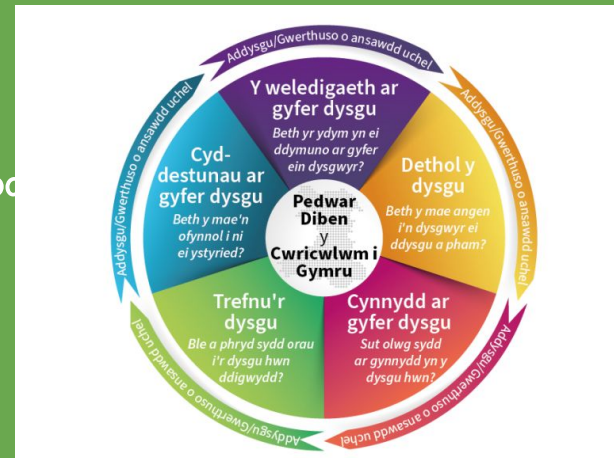
Support and Collaboration - We will support each other in all aspects of school life in order to develop and learn continuously.



Ein cwricwlwm / Our Curriculum

Mae pedwar diben wrth galon cwricwlwm Ysgol Croes Atti, sef cefnogi'r plant i fod yn :-

- ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu drwy gydol eu hoes;
- gyfranwyr mentrus, creadigol, sy'n barod i chwarae rhan lawn mewn bywyd a gwaith;
- ddinasyddion egwyddorol, gwybodus Cymru a'r byd;
- unigolion iach, hyderus, sy'n barod i fyw bywydau boddhaus fel aelodau gwerthfawr o gymdeithas.



There are four purposes at the heart of Ysgol Croes Atti's curriculum, namely to support the children to be:-

- ambitious, capable learners who are ready to learn throughout their lives;
- enterprising, creative contributors, who are ready to play a full part in life and work;
- principled, informed citizens of Wales and the world;
- healthy, confident individuals, who are ready to live fulfilling lives as valued members of society.



Credwn fod pob aelod o gymuned Ysgol Croes Atti yn ddysgwr - boed disgyblion, staff neu rieni. Gyda'n gilydd rydym yn datblygu fel sefydliad dysgu, gan ddefnyddio gwybodaeth a ddaw o ymchwil, arferion ysgolion eraill, busnesau, a'r byd go iawn i adeiladu diwylliant ar gyfer gwella.

Er mwyn cael y gorau o'n holl ddysgwyr (ac mae hynny'n cynnwys staff) credwn fod yn rhaid i ni gynnig profiadau cyfoethog a chyffrous. Rydym fel ysgol wedi ymrwymo i ddatblygu cwricwlwm sy'n ennyn diddordeb, yn ennyn brwdfrydedd ac yn ysbrydoli ein disgyblion a'n staff. Rydym yn annog athrawon i gael y rhyddid i addysgu mewn ffyrdd y byddant yn sicrhau'r canlyniadau gorau i'w dysgwyr gan gydweithio i dreialu dulliau newydd. Mae gan bob plentyn lais yma yn Croes Atti ac maen nhw'n cyfrannu at eu cwricwlwm. Rydym yn sicrhau bod ganddynt berchnogaeth dros eu dysgu trwy gynllunio ar ddechrau pob tymor.

Rydym yn astudio thema wahanol pob tymor gan ychwanegu is-themau yn ôl y galw drwy ddi-ddordebau neu arweiniad gan ddisgyblion. Mae gennym bwyslais cryf ar gaffael a chymhwyso sgiliau a gwybodaeth trwy ddysgu trwy brofiad a gweithredoedd. Ar draws pob Maes Dysgu a Phrofiad, mae cynllun cadarn mewn lle ar gyfer cymhwyso rhifedd, llythrennedd a chymhwysedd digidol. Disgwyllir i athrawon gynllunio a chyflawni amcanion dysgu sydd wedi'u gosod yn briodol i anghenion y dysgwyr.

Mae gan y gwersi feini prawf llwyddiant (sydd hefyd yn cynnwys rhifedd, llythrennedd a / neu gymhwysedd digidol) i sicrhau bod y dysgwyr yn ymwybodol o'r sgiliau penodol y maen nhw'n eu datblygu yn y wers honno. Yn ogystal â llythrennedd, rhifedd a chymhwysedd digidol, mae athrawon yn cynllunio ar gyfer cyfleoedd i fynd i'r afael ag addysg perthnasoedd a rhywioldeb yn unol â'r Cwricwlwm newydd i Gymru.

Mae pob thema ysgol neu gwestiwn mawr yn cael ei lawnsio ar ddechrau pob tymor newydd naill ai trwy deithiau, gweithgareddau yn yr ysgol neu ddefnyddio ymwelwyr er mwyn sicrhau ymgysylltiad effeithiol â'r dysgwyr o ddiwrnod cyntaf pob tymor. Rydym hefyd yn dathlu'r gwaith a gyflawnwyd gan ein disgyblion trwy gynnal diwrnod dathlu ar ddiwedd pob tymor.

Fel ysgol sy'n parchu hawliau'r unigolyn, rydym nid yn unig yn dysgu am hawliau plant ond hefyd yn modelu hawliau a pharch ym mhob perthynas. Mae agwedd ysgol gyfan tuag at lesiant yn galluogi ein disgyblion i ddeall eu hemosiynau eu hunain ac emosiynau eraill. Mae hyn yn unol â'r maes dysgu Iechyd a Lles, ac mae wedi'i integreiddio trwy gydol y diwrnod ysgol, a thrwy'r cwricwlwm ei hun.

We believe that every member of the Ysgol Croes Atti community, including students, teachers, and parents, is a lifelong learner. Together, we are growing as a learning organisation, utilising insights from research, the best practises of other institutions, commercial enterprises, and the real world to create a culture of change.

We feel that in order to get the best performance out of all of our learners—including staff—we must provide rich and engaging experiences. As a school, we are dedicated to creating a curriculum that inspires, motivates, and engages both our students and faculty. We support giving teachers the freedom to instruct in ways that will provide the best outcomes for their students and to collaborate with one another to try out novel approaches. At Croes Atti, each student has a voice and participates in shaping the curriculum. Planning at the beginning of each term helps us make sure students are in charge of their education.

Each term, we focus on a particular theme, adding sub-themes as needed to accommodate student interests or direction. We place a lot of focus on learning via experience and doing in order to develop and apply skills and knowledge. There is a solid plan in place for the application of numeracy, reading, and digital competence throughout all Learning and Experience Areas. Planning and achieving learning goals that are suitably matched to the requirements of the students is expected of teachers.

The lessons feature success criteria, such as numeracy, literacy, and/or digital competence, to make sure that the students are aware of the precise skills they are learning in that lesson. Teachers are planned to address relationship and sexuality education as part of the new Curriculum for Wales, in addition to literacy, numeracy, and digital competence.

To encourage successful involvement with the learners from the first day of each term, each school topic or key question is introduced at the start of each new term through either field trips, in-school activities, or the use of guests. We also host a celebration day at the conclusion of each term to recognise the accomplishments of our students.

As a school that values individual rights, we not only teach about children's rights but also set an example of respect and rights in all of our interactions with others. Our students' ability to comprehend their own emotions as well as those of others is made possible through a comprehensive school approach to wellbeing. This is consistent with the learning area for health and wellbeing and is incorporated into the curriculum as a whole.

Y pedwar diben

Wrth ddylunio, cynllunio ac addysgu'r Cwricwlwm, y pedwar diben yw'r hyn yr ydym yn anelu tuag ato. Yn naturiol felly mae ein gweledigaeth a gwerthoedd ein hysgol yn cyd-fynd gyda'r pedwar diben. Bydd profiadau dysgu a dulliau addysgu yn cael eu cynnig i helpu i wireddu'r pedwar diben drwy....

Dysgwyr uchelgeisiol a galluog	Dysgwyr mentrus a chreadigol	Dinasyddion egwyddorol a gwybodus	Dysgwyr iach a hyderus
<ul style="list-style-type: none">• Parod i osod nod uchel i'w gyrraedd ato.• Mwynhau her a datrys problemau.• Datblygu gwybodaeth a sgiliau gan eu cymhwyso i wahanol gyd-destun.• Gallu siarad a thrafod yn hyderus.• Gallu cyfathrebu mewn mwy nac un iaith.• Gallu defnyddio mathemateg, rhif a thechnoleg ddigidol yn effeithiol.	<ul style="list-style-type: none">• Gyda'r gallu i feddwl yn greadigol.• Gallu cymhwyso gwybodaeth i greu, addasu a datrys problemau.• Gweld cyfle ac ymateb iddo.• Mentro yn hyderus.• Cydweithio ac arwain o fewn grŵp.• Mynegi teimladau, emosiynau mewn dull rhesymol.• Defnyddio egni a sgiliau helpu eraill.	<ul style="list-style-type: none">• Gallu ffurfio barn a thrafod ar sail gwybodaeth a gwerthoedd.• deall eu cyfrifoldebau a'u hawliau dynol.• deall ac ystyried eu gweithredoedd.• dod i adnabod rhinweddau eu cymuned, y byd yn hanesyddol a'r presennol.• parchu anghenion a hawliau eraill.• Parchu'r ddaear a deall bod rôl enfawr ganddynt i'r dyfodol.	<ul style="list-style-type: none">• Datblygu eu gwybodaeth o iechyd corfforol a meddyliol.• Adnabod gwerthoedd personol.• datblygu sgiliau ac annibyniaeth i ymdrin â bywyd bob dydd.• Gallu wynebu a goresgyn her neu siom ar brydiau.

The four purposes

When designing, planning and teaching the Curriculum, the four purposes are what we aim towards. Naturally then our school's vision and values align with the four purposes. Learning experiences and teaching methods will be offered to help realize the four purposes through....

Ambitious and capable learners	Enterprising and creative learners	Principled and informed citizens	Healthy and confident learners
<ul style="list-style-type: none">• Set a high goal.• Enjoy a challenge and solve problems.• Develop knowledge and skills applying them to different contexts.• Able to speak and negotiate confidently.• Ability to communicate in more than one language.• Be able to use mathematics, number and digital technology effectively.	<ul style="list-style-type: none">• With the ability to think creatively.• Be able to apply knowledge to create, adapt and solve problems.• See an opportunity and respond to it.• Venture with confidence.• Collaboration and leadership within a group.• Express feelings, emotions in a reasonable manner.• Use energy and skills to help others.	<ul style="list-style-type: none">• Being able to form an opinion and discuss based on knowledge and values.• understand their responsibilities and their human rights.• understand and consider their actions.• getting to know the qualities of their community, the world historically and the present.• respect the needs and rights of others.• Respect the earth and understand that they have a huge role for the future.	<ul style="list-style-type: none">• Develop their knowledge of physical and mental health.• Identify personal values.• develop skills and independence to deal with everyday life.• Being able to face and overcome challenge or disappointment at times.

Addysgu

Mae addysgu ardderchog yn rhan anochel o wireddu ein gweledigaeth fel ysgol, y 4 diben a gofynion y fframwaith. Drwy sicrhau amgylchedd dysgu o'r radd flaenaf mi ddaw y cyfleon. Mae cysondeb yn bwysig yn Ysgol Croes Atti ond rydym hefyd yn hybu i adrannau fentro a thrio dulliau newydd er mwyn ysbrydoli'r disgyblion i fentro, i wneud camgymeriadau'n hyderus a dysgu i barchu syniadau eraill.

Byddwn yn ystyried, rhannu a datblygu dulliau addysgu'n barhaus gan ystyried y 12 egwyddor fel sail gadarn tu ôl i'n dewisiadau.

Canolbwyntio'n gyson ar ddibenion cyffredinol y cwricwlwm.	Rhoi her i'r holl ddysgwyr trwy eu hannog i gydnabod pwysigrwydd ymdrechu'n barhaus i gyflawni disgwyliadau uchel, ond sydd hefyd o fewn eu cyrraedd.	Defnyddio cyfuniad o ddulliau, gan gynnwys addysgu uniongyrchol.	Defnyddio cyfuniad o strategaethau, gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol, a'r gallu i feddwl mewn modd beirniadol.
Gosod tasgau ac adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb.	Creu cyd-destunau dilys ar gyfer dysgu.	Dilyn egwyddorion asesu ar gyfer dysgu.	Ymestyn oddi mewn ac ar draws y meysydd dysgu.
Atgyfnerthu yn rheolaidd y sgiliau trawsgwricwlaidd, sef llythrennedd, rhifedd a chymhwysedd digidol, ac yn darparu cyfleoedd i'w hymarfer.	Annog dysgwyr i gymryd cyfrifoldeb cynyddol am eu dysgu eu hunain.	Hybu datblygiad cymdeithasol ac emosïynol a pherthnasoedd cadarnhaol.	Hybu cydweithio.



Teaching

In order to fulfil the 4 aims and requirements of the framework, as well as our vision for the school, excellent teaching is a necessary component. The opportunities will arise if a highest learning environment is provided. At Ysgol Croes Atti, we value consistency, but we also encourage departments to experiment with different approaches in order to encourage students to take risks, to make mistakes with confidence, and to appreciate others' opinions.

The 12 principles serve as a solid foundation for our decisions as we regularly evaluate, discuss, and improve teaching methods.

Constantly focus on the general purposes of the curriculum.	Challenge all learners by encouraging them to recognize the importance of continuously striving to achieve high expectations, but which are also within their reach.	Use a combination of methods, including direct teaching.	Use a combination of strategies, including those that promote problem-solving skills, creative skills, and the ability to think critically.
Set tasks and resources that build on previous knowledge and experience and generate interest.	Creating authentic contexts for learning.	Follow the principles of assessment for learning.	Extend within and across the learning areas.
Regularly reinforce the cross-curricular skills, namely literacy, numeracy and digital competence, and provide opportunities to practice them.	Encourage learners to take increasing responsibility for their own learning.	Promote social and emotional development and positive relationships.	Promote collaboration.



Mae Cwricwlwm i Gymru yn rhoi rhyddid i ni gynllunio ein cynnwys ein hunain yn seiliedig ar:
 6 Maes Dysgu a Phrofiad a'u Datganiadau o'r Hyn sy'n bwysig, Datblygu Sgiliau Trawsgwricwlaidd, Themâu Trawsbynciol

Y 6 Maes Dysgu a Phrofiad

Y Celfyddydau Mynegiannol	Iechyd a Lles	Dyniaethau	Mathemateg a Rhifedd	Ieithoedd, Llythrennedd & Chyfathrebu	Gwyddoniaeth a Thechnoleg
Y disgyblaethau sy'n cael eu datblygu yn yr ysgol hon: Celf, Cerddoriaeth, Dawns, Drama , Ffilm a Chyfringau Digidol	Y disgyblaethau sy'n cael eu datblygu yn yr ysgol hon: Iechyd a datblygiad y corff, Iechyd meddwl, Lles emosïynol a chymdeithasol	Y disgyblaethau sy'n cael eu datblygu yn yr ysgol hon: Daearyddiaeth, Hanes, Crefydd, Gwerthoedd a Moeseg, Hefyd elfennau o: Astudiaethau Busnes, Astudiaethau Cymdeithasol, Economeg, Athroniaeth	Yn cynnwys 5 hyfedr rhyngddibynol: 1.Dealltwriaeth gysyniadol 2.Cyfathrebu gan ddefnyddio symbolau 3.Rhuglder 4.Rhesymu rhesymegol 5.Cymhwysedd strategol	Y disgyblaethau sy'n cael eu datblygu yn yr ysgol hon: Cymraeg, Saesneg, Ieithoedd Rhyngwladol, Llenyddiaeth	Y disgyblaethau sy'n cael eu datblygu yn yr ysgol hon: Bioleg, Cemeg, Ffiseg, Gwyddoniaeth Cyfrifiadurol, Dylunio a Thechnoleg

Sgiliau Trawsgwricwlaidd Byddwn yn cynllunio ar gyfer datblygu'r sgiliau trawsgwricwlaidd isod oddi fewn ac ar draws y Meysydd Dysgu a Phrofiad gan wneud defnydd o'r fframweithiau diwygiedig cenedlaethol ar eu cyfer.

Llythrennedd	Rhifedd	Cymhwysedd Digidol
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Themâu Trawsbynciol. Byddwn yn cynnwys ac yn ymestyn y themâu isod ar draws y cwricwlwm

Addysg cydberthynas a rhywioldeb	Addysg Hawliau dynol a Chonfensiwn y Cenedloedd Unedig ar Hawliau'r plentyn	Amrywiaeth	Gyrfaoedd a phrofiadau cysylltiedig â byd gwaith	Cyd- destunau lleol, cenedlaethol a rhyngwladol
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Bydd y Datganiadau o'r Hyn Sy'n Bwysig ar gyfer bob Maes yn sail i'n cynllunio ar gyfer cynnydd, dyfnder ac ehangder sgiliau a gwybodaeth ac ar gyfer cynnydd dysgwyr.

Curriculum for Wales gives us the freedom to plan our own content based on: • 6 Areas of Learning and Experience and their Statements of What is Important - Developing Cross-Curricular Skills - Cross-Curricular Themes

The 6 Areas of Learning and Experience					
The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
The disciplines that are developed in this school: Art, Music, Dance, Drama, Film and Digital Media	The disciplines that are developed in this school: Health and development of the body, Mental health, Emotional and social well-being	The disciplines that are developed in this school: Geography, History, Religion, Values and Ethics, Also elements of: Business Studies, Social Studies, Economics, Philosophy	Includes 5 interdependent skills: 1. Conceptual understanding 2. Communication using symbols 3. Fluency 4. Logical reasoning 5. Strategic competence	The disciplines that are developed in this school: Welsh, English, International Languages, Literature	The disciplines that are developed in this school: Biology, Chemistry, Physics, Computer Science, Design and Technology
Cross Curricular Skills We will plan for the development of the cross curricular skills below within and across the Learning and Experience Areas making use of the national revised frameworks for them.					
Literacy		Numeracy		Digital Competence	
Cross-curricular Themes will include and expand upon the themes below across the curriculum					
Relationships and Sexuality Education		Religion, Values and Ethics	Diversity	Human Rights and UNCRC	Careers and work-related experiences
The Statements of What is Important for each Area will form the basis of our planning for progress, depth and breadth of skills and knowledge and for the progress of learners.					

Celfyddydau Mynegiannol.

Trwy'r Celfyddydau Mynegiannol gallwn annog disgyblion:

- ❑ datblygu dawn greadigol a'u sgiliau artistig a pherfformio.
- ❑ darparu cyfleoedd i archwilio meddwl, mireinio, a chyfathrebu syniadau, gan ennyn diddordeb meddwl, defnyddio eu dychymyg a synhwyrâu yn greadigol.
- ❑ darparu ysbrydoliaeth a chymhelliant wrth i ddisgyblion ddod i gysylltiad â phrosesau creadigol, perfformiadau a chynhyrchion eraill ac ysgogi eu harbrosi a'u creadigrwydd eu hunain.
- ❑ darparu cyfleoedd a phrosiadau megis ymweliadau â theatrau ac orielau er enghraifft, dod a artistiaid a cherddorion i'r ystafell ddosbarth.
- ❑ darparu sail ar gyfer cyfranogiad gydol oes ac yn y pen draw gall gyfrannu at economi a bywyd diwylliannol ffyniannus i Gymru.
- ❑ Mae dysgwyr yn dod yn gyfranwyr mentrus, creadigol trwy ddatblygu eu creadigrwydd mewn ystod o ffurfiau mynegiant.
- ❑ darparu cyd-destunau cyfoethog a heriau y gallant gydweithio oddi mewn iddynt, gan ddysgu o werthusiad beirniadol o'u gwaith.
- ❑ Daw dysgwyr yn ddinasyddion egwyddorol, gwybodus trwy ddeall eu hunaniaeth ddiwylliannol eu hunain a hunaniaeth ddiwylliannol.
- ❑ Daw dysgwyr yn unigolion iach, hyderus wrth i'r Celfyddydau Mynegiannol eu helpu i ddatblygu gwytnwch a themlo'n fwy hyderus wrth iddynt gael mwynhad a boddhad personol o fynegiant creadigol; cyfrannu'n uniongyrchol at gyfoethogi ansawdd eu bywydau.

Expressive Arts.

Through the Expressive Arts we can encourage pupils to:

- ❑ develop creative talent and their artistic and performing skills.
- ❑ providing opportunities to explore thinking, refining, and communicating ideas, engaging the mind, using their imagination and senses creatively.
- ❑ provide inspiration and motivation as pupils come into contact with creative processes, performances and other products and stimulate their own experimentation and creativity.
- ❑ providing opportunities and experiences such as visits to theaters and galleries for example, bringing artists and musicians into the classroom.
- ❑ provide a basis for lifelong participation and can ultimately contribute to a thriving economy and cultural life for Wales.
- ❑ become enterprising, creative contributors by developing their creativity in a range of forms of expression.
- ❑ providing rich contexts and challenges within which they can work together, learning from critical evaluation of their work.
- ❑ become principled, informed citizens by understanding their own cultural identity and cultural identity.
- ❑ become healthy, confident individuals as the Expressive Arts help them to develop resilience and feel more confident as they derive personal enjoyment and satisfaction from creative expression; contribute directly to enriching the quality of their lives.



Iechyd a Lles

Mae Iechyd a Lles yn ymwneud ag agweddau corfforol, seicolegol, emosiynol a chymdeithasol ein bywydau. Iechyd a Lles yw'r prif alluogwr ar gyfer dysgu llwyddiannus. Anigwn ein disgyblion i:

- ymgysylltu'n feirniadol ag ystod o wybodaeth i gefnogi eu penderfyniadau a'u gwerthoedd a'u hunaniaeth sy'n datblygu.
- datblygu sgiliau cymdeithasol a sgiliau gydweithio er mwy dod yn ddysgwyr uchelgeisiol, galluog ac yn eu paratoi ar gyfer y gweithle.
- ymgysylltu'n greadigol â syniadau heriol yn ymwneud ag emosiynau a pherthnasoedd. Byddant yn datblygu'r sgiliau i siarad amdanynt ac yn dod yn gyfranwyr mentrus, creadigol.
- gymryd rhan mewn gweithgarwch corfforol yn rhoi cyd-destunau i ddysgwyr ar gyfer chwarae amrywiaeth o rolau mewn timau.

- i wneud dewisiadau cadarnhaol a sut mae'r rhain yn effeithio ar eu hiechyd a'u lles eu hunain ac eraill.
- i ryngweithio â gwahanol gyd-destunau cymdeithasol, diwylliannol a chorfforol gan i ymgysylltu â'r rhain yn gyfrifol, gan werthfawrogi pwysigrwydd cyfrannu'n gadarnhaol a pharchu eraill.
- ystyried y materion cymdeithasol a moesegol sy'n effeithio ar iechyd a lles eraill, gan ddod yn ddinasyddion egwyddorol, gwybodus.
- dysgu beth sy'n dylanwadu ar eu hiechyd a'u lles, gan gynnwys bwyta'n iach, gweithgaredd corfforol a chamddefnyddio sylweddau, gan ganolbwyntio ar wneud y penderfyniadau cywir.
- dysgu pwysigrwydd gwytnwch, hunanreoleiddio, ceisio cymorth a datblygu perthnasoedd cadarnhaol.

Health and Well being

Health and Wellbeing relate to the physical, psychological, emotional and social aspects of our lives. Health and Wellbeing is the main enabler for successful learning. We encourage our pupils to:

- ❑ critically engage with a range of information to support their decisions and their developing values and identities.
- ❑ develop social skills and collaboration skills to become more ambitious, capable learners and prepare them for the workplace.
- ❑ engage creatively with challenging ideas related to emotions and relationships. They will develop the skills to talk about them and become enterprising, creative contributors.
- ❑ participating in physical activity gives learners contexts for playing a variety of roles in teams.
- ❑ to make positive choices and how these affect their own and others' health and well-being.
- ❑ to interact with different social, cultural and physical contexts and to engage with these responsibly, appreciating the importance of contributing positively and respecting others.
- ❑ consider the social and ethical issues that affect the health and well-being of others, becoming principled, informed citizens.
- ❑ learn what influences their health and well-being, including healthy eating, physical activity and substance misuse, focusing on making the right decisions.
- ❑ learn the importance of resilience, self-regulation, seeking help and developing positive relationships.

Dyniaethau

Astudiaeth o'r profiad dynol yn y gorffennol a'r presennol yng Nghymru, yn y Deyrnas Unedig ac yn y byd ehangach yw'r Dyniaethau.

Mae'n cynnwys ffactorau a chysyniadau hanesyddol, daearyddol, crefyddol ac anghrefyddol, gwleidyddol, economaidd a chymdeithasol.

Byddwn yn rhoi cyfle i'n disgyblion:

- ❑ archwilio 'beth sy'n bwysig' o fewn y dyniaethau, bydd dysgwyr yn astudio pobl, lle, amser a chredoau crefyddol ac anghrefyddol/safbwyntiau byd.
- ❑ dysgu am Gymru, Prydain a'r byd ehangach, yn y gorffennol a'r presennol, er mwyn adeiladu sylfaen gadarn o wybodaeth a dealltwriaeth o gysyniadau hanesyddol, daearyddol, gwleidyddol, economaidd, crefyddol, anghrefyddol a chymdeithasol.
- ❑ dilyn prosesau ymholi, yn gwerthuso'n feirniadol y dystiolaeth y maent yn dod o hyd iddi, yn cymhwyso ac yn cyfathrebu eu gwybodaeth yn effeithiol a thrwy hynny'n dod yn ddysgwyr uchelgeisiol, galluog.
- ❑ yn datblygu ystod o sgiliau a thueddiadau i ddod yn gyfranwyr mentrus, creadigol a dinasyddion cyfrifol.
- ❑ ymgysylltu'n feirniadol â materion lleol, cenedlaethol a byd-eang ac yn defnyddio eu gwybodaeth i wneud cysylltiadau rhwng heriau a chyfleoedd yn y gorffennol a'r presennol, a dychmygu dyfodol posibl, i gyfrannu'n gadarnhaol at wella bywydau pobl yn eu cymuned leol, yng Nghymru ac yn y byd ehangach.

- ❑ ddeall eu hawliau, gwerthoedd, moeseg, credoau crefyddol ac anghrefyddol/safbwyntiau ac athroniaeth eu hunain ac eraill.
- ❑ ddeall, parchu a herio gwahanol gredoau crefyddol ac anghrefyddol / safbwyntiau byd-eang a sut i arfer eu hawliau a'u cyfrifoldebau democrataidd, bydd dysgwyr yn dod yn ddinasyddion egwyddorol, gwybodus o Gymru a'r byd ehangach.
- ❑ ystyried, yn archwilio ac yn gwneud dewisiadau gwybodus am gynaliadwyedd ac effaith eu gweithredoedd eu hunain ac eraill yng Nghymru ac yn y byd ehangach.
- ❑ datblygu eu safiadau personol ar faterion byd-olygon crefyddol ac anghrefyddol, heriau moesegol a chynhwysiant cymdeithasol, byddant yn dod yn unigolion iach, hyderus sy'n barod i fyw bywydau boddhaus fel aelodau gwerthfawr o gymdeithas yng Nghymru a'r byd ehangach.
- ❑ Bydd archwilio byd natur, yn lleol, ledled Cymru ac yn y byd ehangach, yn eu helpu i ddatblygu eu llesiant a'u hymdeimlad o le.



Humanities

The Humanities is a study of the human experience in the past and present in Wales, in the United Kingdom and in the wider world.

It includes historical, geographical, religious and non-religious, political, economic and social factors and concepts.

We will give our pupils the opportunity to:

- explore 'what is important' within the humanities, learners will study people, place, time and religious and non-religious beliefs/worldviews.
- learning about Wales, Britain and the wider world, in the past and present, in order to build a solid foundation of knowledge and understanding of historical, geographical, political, economic, religious, non-religious and social concepts.
- follow inquiry processes, critically evaluate the evidence they find, apply and communicate their knowledge effectively and thereby become ambitious, capable learners.
- develops a range of skills and attitudes to become enterprising, creative contributors and responsible citizens.
- engage critically with local, national and global issues and use their knowledge to make connections between past and present challenges and opportunities, and imagine possible futures, to contribute positively to improving the lives of people in their community locally, in Wales and in the wider world.

- understand their own and others' rights, values, ethics, religious and non-religious beliefs/points of view and philosophy.
- understand, respect and challenge different religious and non-religious beliefs / worldviews and how to exercise their democratic rights and responsibilities, learners will become principled, informed citizens of Wales and the wider world.
- consider, examine and make informed choices about the sustainability and impact of their own actions and those of others in Wales and the wider world.
- develop their personal stances on issues of religious and non-religious worldviews, ethical challenges and social inclusion, they will become healthy, confident individuals who are ready to live fulfilling lives as valued members of society in Wales and the wider world.
- Exploring nature, locally, across Wales and in the wider world, will help them develop their well-being and sense of place.



Ieithoedd, llythrennedd a chyfathrebu

Mae Ieithoedd, llythrennedd a chyfathrebu yn ymwneud â datblygu gwybodaeth, sgiliau a thueddiadau mewn llafaredd, darllen, ysgrifennu a llenyddiaeth o fewn ac ar draws ieithoedd. Maent hefyd yn datblygu dealltwriaeth a hunaniaeth ddiwylliannol dysgwyr, eu hymdeimlad o hunan, a'u lle a'u llais mewn cymdeithas a all gyfrannu'n sylweddol at economi a bywyd diwylliannol ffyniannus i Gymru. Byddwn yn rhoi cyfleon i'n disgyblion:

- ❑ ddatblygu'n ddysgwyr uchelgeisiol, galluog sy'n gyfathrebwyr effeithiol yn Gymraeg, yn Saesneg, mewn ieithoedd eraill a thrwy gyfryngau digidol.
- ❑ i gaffael a chymhwyso sgiliau, gwybodaeth a dealltwriaeth, datblygu agweddau cadarnhaol at ddysgu iaith ac, yn y pen draw, cael eu cymell yn gynhenid i ddysgu a defnyddio ieithoedd.

- ❑ fod yn hyderus wrth ddefnyddio ieithoedd yn galluogi dysgwyr i addasu'n fedrus i wahanol rolau a chyd-destunau, meddwl yn greadigol, datrys problemau a chymryd risgiau, gan ddod yn gyfranwyr mentrus, creadigol, yn unigol ac ar y cyd.
- ❑ gyfrannu at ddatblygu dinasyddion moesegol, gwybodus. Mae dysgwyr yn ennill y wybodaeth a'r sgiliau sydd eu hangen arnynt i gymryd rhan yn hyderus a sicrhau bod eu llais yn cael ei glywed yn effeithiol. Byddant yn dysgu sut i ymgysylltu'n feirniadol ag ieithoedd a llenyddiaeth ar draws ystod o gyfryngau.
- ❑ datblygu ymdeimlad dysgwyr o hunaniaeth, gan eu helpu i ddeall eu diwylliant a'u cymuned, a chael teimlad o berthyn.
- ❑ i gadw eu hunain ac eraill yn ddiogel yn y byd real a rhithiol. Gall unigolion iach, hyderus fynegi eu teimladau, dehongli teimladau pobl eraill, a datblygu perthnasoedd cadarnhaol.

Teithoedd, llythrennedd a chyfathrebu

Languages, literacy and communication are about developing knowledge, skills and attitudes in orality, reading, writing and literature within and across languages. They also develop learners' understanding and cultural identity, their sense of self, and their place and voice in society which can contribute significantly to a thriving economy and cultural life for Wales. We will give our pupils opportunities to:

- ❑ develop into ambitious, capable learners who are effective communicators in Welsh, in English, in other languages and through digital media.
- ❑ to acquire and apply skills, knowledge and understanding, develop positive attitudes to language learning and, ultimately, be intrinsically motivated to learn and use languages.

- ❑ being confident when using languages enables learners to adapt skillfully to different roles and contexts, think creatively, solve problems and take risks, becoming enterprising, creative contributors, individually and collectively.
- ❑ contribute to the development of ethical, knowledgeable citizens. Learners gain the knowledge and skills they need to participate confidently and ensure that their voice is heard effectively. They will learn how to engage critically with languages and literature across a range of media.
- ❑ develop learners' sense of identity, helping them to understand their culture and community, and to have a sense of belonging.
- ❑ to keep themselves and others safe in the real and virtual world. Healthy, confident individuals can express their feelings, interpret the feelings of others, and develop positive relationships.



Mathemateg a Rhifedd

Mae Maes Dysgu a Phrofiad Mathemateg a Rhifedd yn hyrwyddo dysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu drwy gydol eu hoes drwy ddatblygu agwedd gadarnhaol tuag at y pwnc. Byddwn yn rhoi cyfle i'n disgyblion:

- ❑ sefydlu diddordeb gydol oes mewn mathemateg.
- ❑ yn annibynnol, yn chwilfrydig, â meddwl agored, yn barod i dderbyn camgymeriadau a dysgu oddi wrthynt mewn ffordd bwrpasol yn fathemategol.
- ❑ datblygu ymwybyniaeth fel bod dysgwyr yn gwybod pa gamau i'w cymryd i wella perfformiad
- ❑ greadigol trwy fentro wrth ystyried gwahanol ffyrdd o fynd i'r afael â phroblemau mathemategol a rhifiadol.
- ❑ yn meithrin cymhwysedd i ddadansoddi sefyllfaoedd mathemategol a llunio dadleuon rhesymegol mewn ymateb.
- ❑ i gael trafodaethau ar sail tystiolaeth a gwneud penderfyniadau gwybodus.
- ❑ i ddadansoddi data yn feirniadol i ddatblygu safbwyntiau gwybodus ar faterion cymdeithasol, gwleidyddol, economaidd ac amgylcheddol.
- ❑ i ymgorffori dealltwriaeth dysgwyr o gyllid personol, lleol, cenedlaethol a rhyngwladol.
- ❑ annog dysgwyr i ddefnyddio eu sgiliau rhifedd ar draws y cwricwlwm i wneud dewisiadau effeithiol i sicrhau iechyd a lles gydol oes.
- ❑ feithrin y wybodaeth a'r sgiliau i reoli cyllid personol a chyllidebu nawr ac yn y dyfodol; dehongli gwybodaeth a data i asesu risg.

Mathematics and Numeracy

The Mathematics and Numeracy Learning and Experience Area promotes ambitious, capable learners who are ready to learn throughout their lives by developing a positive attitude towards the subject. We will give our pupils the opportunity to:

- ❑ establishing a lifelong interest in mathematics.
- ❑ independent, curious, open-minded, ready to accept mistakes and learn from them in a mathematically purposeful way.
- ❑ develop awareness so that learners know what steps to take to improve performance
- ❑ creative by taking risks when considering different ways of approaching mathematical and numerical problems.
- ❑ builds competence to analyze mathematical situations and formulate logical arguments in response.
- ❑ to have evidence-based discussions and make informed decisions.
- ❑ to critically analyze data to develop informed views on social, political, economic and environmental issues.
- ❑ to incorporate learners' understanding of personal, local, national and international finance.
- ❑ encourage learners to use their numeracy skills across the curriculum to make effective choices to ensure lifelong health and well-being.
- ❑ build the knowledge and skills to manage personal finances and budget now and in the future; interpret information and data to assess risk.

Gwyddoniaeth a Thechnoleg (gan gynnwys cyfrifiadureg).

Trwy ddeall 'beth sy'n bwysig' am wyddoniaeth a thechnoleg, bydd dysgwyr yn datblygu dealltwriaeth gadarn o'r byd ac yn dod yn hyderus, galluog a chreadigol.

Mae gwyddoniaeth a thechnoleg yn ddeinamig. Mae dysgwyr uchelgeisiol a galluog yn deall bod gwybodaeth bob amser yn destun her gan dystiolaeth a thechnolegau newydd, a rhaid adlewyrchu newidiadau mewn dealltwriaeth wyddonol a thechnolegol. Bydd ein disgyblion yn derbyn profiadau i:

- ❑ ddefnyddio rhagfynegi, profi a chwestiynu. Bydd dysgwyr yn deall os nad yw arsylwadau ailadroddadwy, prototeipiau neu ganlyniadau arbrefion yn cefnogi syniad, bod yn rhaid eu gwrthod, neu eu haddasu a'u profi eto.
- ❑ fod yn gyfranwyr mentrus, creadigol yn croesawu heriau o'r fath. Maent yn cymryd risgiau, yn arloesi ac yn gwerthuso, ac yn dysgu cynhyrchu atebion. Maent yn wydn ac yn bwrpasol.
- ❑ fod yn wybodus am wyddoniaeth a thechnoleg yn dod yn ddinasyddion egwyddorol a gwybodus, yn gallu tynnu ar dystiolaeth a'i gwerthuso i ddod i gasgliadau.
- ❑ ddadlau'n rhesymegol, yn foesol, yn gyson ac yn wrthrychol yn cefnogi eu gwerthusiad o dystiolaeth.
- ❑ ddod yn unigolion iach a hyderus yn gwybod sut i ddod o hyd i wybodaeth am iechyd a lles corfforol a meddyliol. Gallant ddefnyddio'r hyn a wyddant am effaith maeth ac ymarfer corff ar eu cyrff.
- ❑ sicrhau gwybodaeth a'u dealltwriaeth o wyddoniaeth a thechnoleg i'w helpu fyw bywydau annibynnol a boddhaus, a chadw eu hunain ac eraill yn ddiogel.

Science and Technology (including computer science).

By understanding 'what is important' about science and technology, learners will develop a solid understanding of the world and become confident, capable and creative.

Science and technology are dynamic. Ambitious and capable learners understand that knowledge is always challenged by evidence and new technologies, and changes in scientific and technological understanding must be reflected. Our pupils will receive experiences to:

- use prediction, testing and questioning. Learners will understand that if repeatable observations, prototypes or experiment results do not support an idea, they must be rejected, or modified and tested again.
- be enterprising, creative contributors who welcome such challenges. They take risks, innovate and evaluate, and learn to generate solutions. They are durable and purposeful.
- to be knowledgeable about science and technology become principled and informed citizens, able to draw on evidence and evaluate it to reach conclusions.
- to argue logically, morally, consistently and objectively supporting their evaluation of evidence.
- to become healthy and confident individuals who know how to find information about physical and mental health and wellbeing. They can use what they know about the effect of nutrition and exercise on their bodies.
- Their knowledge and understanding of science and technology helps them live independent and fulfilling lives, and keep themselves and others safe.

Cyrraedd y nod. Llais y plentyn

Mentrus,
Creadigol

Iach,
hyderus

Moesol,
Gwybodus

Uchelgeisiol
Galluog



Tric a Chlic



Mwynhau



Elsa



Iaith ar Daith



Gweithio
tu allan

Creadigol



Cynllun ffoneg



Datguddio



Technoleg



Maethu



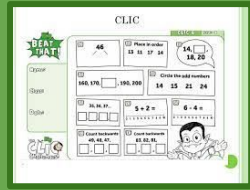
Heriau



Urdd



Rhifau Rhagorol



How will we reach the goal

Pupils voice



Mentor,
Creadigol

Tach,
hyderus

Moesol,
Gwybodus

Uchelgeisiol
Galluog

Tric a Chlic



Iaith ar Daith

Enjoyment



Elsa



Creativeness



Outdoor
work

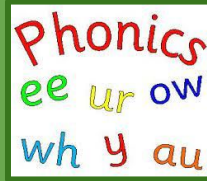
Teamwork



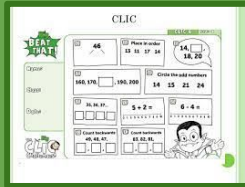
Phonics

Unearthing

Technology



Big
Maths



Care groups

Challenges

Urdd





Pobi cacen



Plannu hadau



Perfformio ar lwyfan



Mynd i'r sinema



Postio llythyr



Creu gwefan



Trefnu parti



Mynd i'r parc



Mynd i amgueddfa



Ymweld â llyfrgell



Mynd i'r goedwig



Edrych ar ôl anifail



Creu pryd bwyd i eraill



Mynd i nofio



Mynd i'r traeth



Dal tren



Ymweld â chastell



Rholio lawr bryn



Mynd ar gwch



Mynd ar wyliau



Cwrdd awdur



Archebu pryd i fynd



Ymweld â'r theatr



Mynd i weld gem chwaraeon



Mynd am dro ar feic

50 Profiad Ysgol Croes Atti



Trefnu helpa drysor



Trefnu stondin i ffair



Codi arian i elusen



Adeiladu den



Ymweld â fferm



Gwrando ar grwp pop yn fyw



Creu Cylchgrawn



Ymweld ag ysgol yn y wlad



Gweini ar rieni



Cwrdd rhywun enwog



Adeiladu gyda phren



Cwrdd gyda artist



Parti yn yr ysgol



Gofalu am ffrind



Dyfeisio gem



Helpu rhywun i ddarllen



Siarad Cymraeg yn y gymuned



Cyflawni milltir dyddiol



Cau careiau



Rhoi anrheg i rywun



Dysgu cymorth cyntaf



Mynd am bicnic



Mynd i fowlio 10



Cael hufen ia o'r fan



Gwneud rol ymlaen



Bake a cake



Sow seeds



Perform on a stage



Visit the cinema



Post a letter



Create a website



Organise a party



Go to the park



Visit a museum



Visit a library



Go to the woods



Care for an animal



Prepare a meal



Go swimming



Go to the beach



Catch a train



Visit a castle



Roll down the hill



Go on a boat



Go on holiday



Meet an author



Order a Take away



Visit the theatre



Watch a sports match



Go on a bike ride

Ysgol Croes Atti's 50 Experiences



Organise a treasure hunt



Organise a stall for a fayre



Raise money for charity



Build a den



Visit a farm



Listen to a live band



Create a magazine



Visit a school in the country



Wait on parents



Meet someone famous



Build with wood



Meet an artist



Party at school



Care for a friend



Invent a game



Help someone to read



Speak Welsh in the community



Complete the daily mile



Tie shoelaces



Give someone a gift



Learn first aid



Have a picnic



Tenpin bowling



Enjoy an ice cream



Perform a forward roll

Cwricwlwm Cynhwysol / Inclusive Curriculum

Mae dyheadau pob dysgwr yn codi o ganlyniad i'n cwricwlwm. Fel ysgol, rydym wedi meddwl sut i helpu pob dysgwr i lwyddo a symud ymlaen ym mhob un o'r Pedwar Diben. Er mwyn cyrraedd anghenion pob dysgwr, mae ein darpariaeth ADY (Anghenion Dysgu Ychwanegol) yn hollbwysig.
[Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru). 2018].



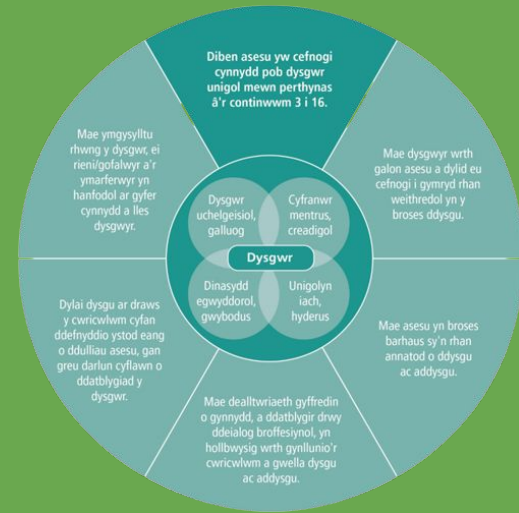
Every learner's aspirations are to be raised as a result of our curriculum. As a school, we have thought about how to help each learner succeed and advance in all Four Purposes. In order to address the needs of every learner, our ALN (Additional Learning Needs) provision is crucial.
[Additional Learning Needs and Education Tribunal (Wales) Act 2018].



Cynnydd ac Asesu

Trwy ddatblygu profiadau dysgu sy'n cael eu arwain gan yr Camau Cynnydd, rydym yn cynorthwyo ein dysgwyr i ymdrechu a llwyddo i'w llawn potensial. Mae ein cwricwlwm, ynghyd ag addysgu a dysgu gwych, yn caniatáu i'n disgyblion symud ymlaen mewn ffordd ystyrlon. Bydd y dysgwyr yn Ysgol Croes Atti yn datblygu mewn gwybodaeth a sgil wrth iddynt symud ymlaen drwy'r ysgol.

Mae Cwricwlwm i Gymru yn rhoi'r cyfle i ni wneud yn siŵr bod asesiadau'n cael eu defnyddio'n bennaf i olrhain cynnydd dysgwyr. Er mwyn gwneud hyn, rydym yn ymhyfydu'n fawr wrth greu darlun cyfannol o ddatblygiad pob dysgwr yn Ysgol Croes Atti. Mae'r ddelwedd hon yn cynnwys lles, parodrwydd ac awydd y dysgwr i ddysgu, yn ogystal â thwf eu sgiliau, eu gwybodaeth, a'u dealltwriaeth. Rydym yn rhoi ffocws cryf ar werth sgysiau rheolaidd gyda rhieni a gofalwyr i drafod cynnydd eu plant yn ogystal â'r angen i sicrhau bod ymarferwyr ysgolion a chlwestwr yn rhannu cysyniad cyffredin o gynnydd. Yn ôl y canlynol, bydd yr ysgol yn bodloni dibenion asesu'r cwricwlwm:

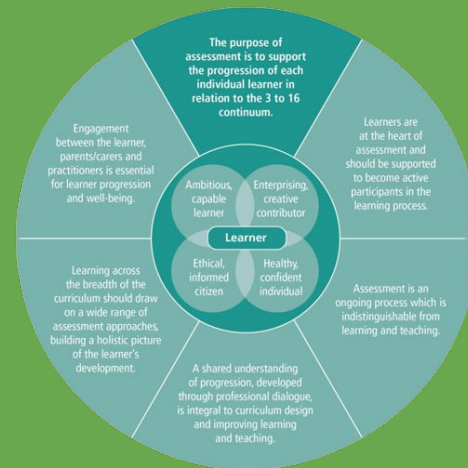


1. Darparu cefnogaeth ddyddiol i fyfyrwyr penodol. Yn rheolaidd ar lawr y dosbarth, mae asesiadau ffurfiannol o ansawdd uchel yn rhoi darlun clir i ddysgwyr ac athrawon o gyflawniad a'r camau nesaf.
2. Nodi, egluro, ac ystyried datblygiad myfyrwyr unigryw dros amser.
3. Cydnabod datblygiad er mwyn gwerthuso gweithdrefnau. Rhoddir amseroedd penodedig i ymarferwyr yn rheolaidd i gymryd rhan mewn trafodaeth broffesiynol am anghenion a chynnydd dysgwyr unigol yn ogystal â grwpiau penodol o ddysgwyr er mwyn gwneud cynlluniau ar gyfer datblygiad yn y dyfodol. Bydd sgysiau o'r fath yn helpu i leddfu a chefnogi unrhyw newid.



Progress and Assessment

By developing learning experiences that are governed by the Progression Steps, we assist our learners to achieve to their best ability. Our curriculum, combined with great teaching and learning, allows our students to advance in a meaningful way. The learners at Ysgol Croes Atti will advance in knowledge and skill as they progress through the school.



A Curriculum for Wales gives us the chance to make sure that assessments are primarily used to track learners' progress. In order to do this, we take great delight in creating a holistic picture of each learner's development at Ysgol Croes Atti. This image includes the learner's well-being, willingness, and desire to learn, as well as the growth of their skills, knowledge, and understanding. We place a strong focus on the value of regular conversations with parents and caregivers to discuss their children's progress as well as the necessity of ensuring that school and cluster practitioners share a common concept of progress.

According to the following, the school will meet the curriculum assessment purposes:

1. Constantly provide support for specific students on a daily basis Regularly on the classroom floor, high-quality formative assessments provide learners and teachers with a clear picture of achievement and the next steps.
2. Identify, clarify, and consider the development of unique students over time.
3. Recognise group development in order to evaluate procedures. Practitioners are given designated times on a regular basis to engage in professional discussion about the needs and progress of individual learners as well as particular groups of learners in order to make plans for future development. Such conversations will help ease and support any change needed.