

# Ysgol Iolo Morganwg

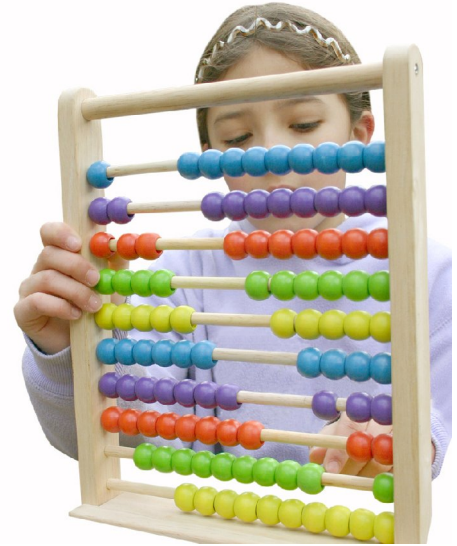
## Y Cyfnod Sylfaen

### Cwestiynau Cyffredin

Dyma gyfres o gwestiynau ac atebion a fydd, gobeithio, yn rhoi darlun cliriach i chi o amcanion y Cyfnod Sylfaen ar gyfer Cymru - y Wlad sy'n Dysgu.

### Sut fydd fy mhlentyn yn dysgu?

Mae'r Cyfnod Sylfaen yn rhoi pwyslais mawr ar ddysgu trwy wneud. Dylai plant ifanc gael mwy o gyfleoedd i gael profiadau drostynt eu hunain trwy chwarae a chymryd rhan yn hytrach na thrwy wneud ymarferion mewn llyfrau.



Er enghraifft, dylai mathemateg fod yn fwy ymarferol fel y gall y plant weld sut y caiff problemau eu datrys a pha mor bwysig yw mathemateg yn eu bywydau bob dydd. Dylid rhoi mwy o bwyslais ar gael plant i ddeall sut y mae pethau'n gweithio ac ar ganfod gwahanol ffyrdd o ddatrys problemau.

### Beth fydd fy mhlentyn yn ei ddysgu?

Mae cwricwlwm y Cyfnod Sylfaen yn adeiladu ar 'Canlyniadau Dymunol i Ddysgu Plant Cyn Oedran Addysg Orfodol' ac mae'n cynnwys agweddau ar raglenni astudio Cyfnod Allweddol 1 i ffurfio cwricwlwm newydd.

Datblygwyd y cwricwlwm newydd yn y lle cyntaf o dan y saith maes dysgu isod:

- Datblygiad Personol a Chymdeithasol a Lles
- Iaith, Llythrennedd a Chyfathrebu
- Datblygiad Mathemategol
- Dwyieithrwydd a Dealltwriaeth Amlddiwyllynnol
- Gwybodaeth a Dealltwriaeth o'r Byd
- Datblygiad Corfforol
- Datblygiad Creadigol.



Mae'r Fframwaith diwygiedig ar gyfer Dysgu Plant, yr ymgynghorir arno rhwng 8 Ionawr a 30 Mawrth 2007, yn ystyried profiadau'r lleoliadau/ysgolion yn y peilot. O ganlyniad newidiwyd y saith maes dysgu i'r canlynol:

- Datblygiad Personol a Chymdeithasol a Lles
- Iaith, Llythrennedd a Chyfathrebu
- Datblygiad Mathemategol
- Dwyieithrwydd
- Gwybodaeth a Dealltwriaeth o'r Byd
- Datblygiad Corfforol
- Datblygiad Creadigol.

Mae'r Cyfnod Sylfaen yn rhoi pwyslais mawr ar ddatblygiad plant o ran eu:

- sgiliau a'u dealltwriaeth
- lles personol, cymdeithasol, emosiynol, corfforol a deallusol er mwyn datblygu'r plentyn cyfan
- agweddau cadarnhaol at ddysgu fel y gallant fwynhau dysgu ac y byddant yn dymuno parhau â'u haddysg am fwy o amser
- hunan-barch a'u hunanhyder i arbrofi, ymchwilio, dysgu pethau newydd a meithrin perthnasoedd newydd
- sgiliau creadigol a mynegiannol a'u gallu i sylwi er mwyn annog eu datblygiad fel unigolion sydd â gwahanol ffyrdd o ymateb i brofiadau
- gweithgareddau yn yr awyr agored lle cânt brofiad drostyn eu hunain o ddatrys problemau go iawn mewn meysydd fel mathemateg, gwyddoniaeth a chelfyddyd a dysgu am gadwraeth a chynaliadwyedd.

### **A fydd fy mhlentyn yn dal i ddysgu darllen ac ysgrifennu?**

Yn y Cyfnod Sylfaen, rhoddir pwyslais ar ddatblygu sgiliau plant i siarad a gwrando. Bydd hynny'n sylfaen gadarn ar gyfer datblygu darllen ac ysgrifennu.

Mae llawer o blant ifanc yn cychwyn ym myd addysg yn methu siarad am eu teimladau a'u profiadau. Nid yw'r plant hyn yn teimlo awydd i ddarllen ac ysgrifennu ac nid ydynt yn gweld gwerth y gweithgareddau hyn. Mae plant sy'n medru rhannu eu teimladau a siarad am eu profiadau yn fwy awyddus o lawer i gofnodi eu teimladau ac i ddarllen beth y mae pobl eraill wedi'i ysgrifennu. Felly, mae'n bwysig bod plant yn

dysgu siarad am eu teimladau a gwrando ar eraill fel y byddant yn awyddus i ddatblygu sgiliau darllen ac ysgrifennu.

Os oes gan blant sgiliau siarad a gwrando da pan fyddant yn cychwyn ym myd addysg, bydd y staff yn eu hybu i symud ymlaen. Yr hyn sy'n bwysig yw bod plant yn cael profiadau sy'n ymateb i'w hanghenion ac yn eu helpu i ddysgu'n llwyddiannus.

### **Sut y caiff cynnydd fy mhlentyn ei asesu?**

Dylid gwneud asesiad cychwynol pan fydd plant yn cychwyn ym myd addysg i weld beth y gallant ei wneud a faint y maent yn ei ddeall. Bydd yr wybodaeth hon yn helpu i sicrhau bod profiad cyntaf pob plentyn o addysg yn cyfateb i'w anghenion a'i ddatblygiad ac y bydd y gweithgareddau a'r profiadau y bwriedir eu cynnig iddynt yn eu helpu i symud ymlaen i ddysgu. Bydd y staff yn asesu cynnydd y plant trwy gadw golwg arnynt yn eu gweithgareddau o ddydd i ddydd a defnyddio'r wybodaeth i gynllunio'r cam nesaf yn eu datblygiad.

Bydd y rhieni'n cael adroddiad bob blwyddyn ar gynnydd eu plentyn yn y saith maes dysgu. Hefyd, bydd asesiad athro statudol yn cael ei gynnwys yn adroddiad Blwyddyn 2.

### **Pam y mae lle y tu allan yn bwysig?**

Mae'r Cyfnod Sylfaen yn rhoi pwyslais mawr ar gael y staff i ddefnyddio'r tu allan fel amgylchedd dysgu arall lle gall y plant weithio o ddydd i ddydd. Ceir llawer o resymau dros annog plant i ddefnyddio y tu allan, fel:

- mae rhedeg, neidio a sgipio y tu allan a defnyddio tegau ac offer na ellir eu defnyddio y tu mewn yn lles i iechyd a ffitrwydd plant
- gall y plant weld byd natur drostynt eu hunain - sut y mae'r tywydd yn newid a sut y mae planhigion ac anifeiliaid yn ymateb i'r gwahanol dymhorau
- gellir datrys problemau ymarferol
- gall y plant gael profiad ymarferol o bethau fel cadwraeth a chynaliadwyedd
- gallant ddod i garu natur a mwynhau gwneud pethau yn yr awyr agored.



## **Sut y bydd hyn yn effeithio ar y Cwricwlwm Cenedlaethol?**

Ni fydd Cwricwlwm Cenedlaethol Cyfnod Allweddol 1 yn bodoli fel y mae ar hyn o bryd. Caiff ei gyfuno â'r Blynyddoedd Cynnar i greu cyfnod newydd. Caiff y Canlyniadau Dymunol eu cyfuno â Chyfnod Allweddol 1 i ffurfio cwricwlwm statudol ar gyfer Cyfnod Sylfaen newydd plant 3-7 oed.

## **Beth os symudwn allan o Gymru?**

Ar hyn o bryd, mae Cymru, Lloegr a'r Alban yn trefnu addysg plant ifanc mewn ffordd wahanol. Seilir y Cyfnod Sylfaen yng Nghymru ar arferion da yn y blynyddoedd cynnar a fydd yn rhoi sylfaen dda i blant ddysgu ble bynnag y maent yn byw.



## **Sut y mae effeithlonrwydd y Peilot yn cael ei werthuso?**

Penodwyd fîm o ymchwilyr uchel eu parch gan Llywodraeth Cynulliad Cymru i fonitro a gwerthuso'r gwaith o weithredu'r Cyfnod Sylfaen. Mae'r fîm yn cynnwys yr Athro Kathy Sylva a'r Athro Iram Siraj-Blatchford, sef prif ymchwilyr prosiect EPPE, a Dr Janet Laugharne. Cyhoeddwyd yr Adroddiad Terfynol gan y Tîm Monitro a Gwerthuso ar 4 Rhagfyr 2006.

Beth ddysgwyd drwy werthuso'r Peilot? Cadarnhaodd yr Adroddiadau Monitro a Gwerthuso:

- bod gwahanol ddsbarthiadau o bobl, yn cynnwys staff a rhieni, yn frwd o blaid y Cyfnod Sylfaen
- bod y saith Maes Dysgu yn sylfaen eang a chytbwys ar gyfer addysg a datblygiad plant
- bod y pwyslais a roddir ar chwarae a dysgu gweithredol yn cael effaith gadarnhaol ar ddatblygiad ac addysg plant.

Rydym wedi dysgu hefyd bod angen i ni barhau:

- i gynnig canllawiau ar y saith maes dysgu yng nghwricwlwm y Cyfnod Sylfaen ac ar ddysgu ac addysgu
- i gefnogi staff trwy hyfforddiant a gynllunnir yn dda
- i wella rheolaeth ac adnoddau
- i hysbysu'r holl randdeiliaid o ddatblygiadau.

Caiff y gwersi hyn eu hadlewyrchu ynghyd â gweithgareddau eraill, a disgrifir mecanweithiau cefnogi yn nogfen Llywodraeth Cynulliad Cymru 'Adeiladu'r Cyfnod Sylfaen - y Cynllun Gweithredu'.

## **Sut y cyflwynir dwyieithrwydd yn y Cyfnod Sylfaen?**

Bydd Ysgol Iolo Morganwg yn dal i ddefnyddio'r strategaeth drochi i ddatblygu sgiliau Cymraeg y plant ond, yn y Cyfnod Sylfaen, bydd yn ofynnol i ysgolion Saesneg gynnig rhagor o gyfleoedd i blant ddysgu Cymraeg a mwynhau defnyddio'r iaith trwy sicrhau bod gweithgareddau chwarae addas ar gael iddynt trwy gyfrwng y Gymraeg bob dydd.

Bydd yr holl staff sy'n gweithio gyda phlant ifanc yn cael hyfforddiant ychwanegol i'w paratoi ar gyfer cyflwyno'r Cyfnod Sylfaen. Cynghorwyd ymarferwyr i gychwyn â'r sgiliau a'r wybodaeth sydd ganddynt eisoes ac i gynnig mwy o gyfleoedd i blant gymryd rhan mewn gweithgareddau Cymraeg wrth iddynt hwythau fagu hyder yn yr iaith.

## **Pa ddefnyddiau sydd ar gael eisoes ar gyfer y Cyfnod Sylfaen?**

Bydd y defnyddiau isod yn rhoi rhagor o wybodaeth a chefnidir i chi ar y Cyfnod Sylfaen a chynlluniau Llywodraeth Cynulliad Cymru i'w gyflwyno. Ymhlith y defnyddiau mae Datganiadau i'r Wasg gan Jane Davidson; y papur ymgynghori gwreiddiol a chrynodeb o'r ymatebion a gafwyd; adroddiad monitro a gwerthuso blwyddyn gyntaf y Peilot; fersiwn ddrafft y Fframwaith ar gyfer Dysgu Plant; a'r canllawiau sy'n cael eu treialu yn yr ysgolion a'r lleoliadau Peilot.

# Ysgol Iolo Morganwg

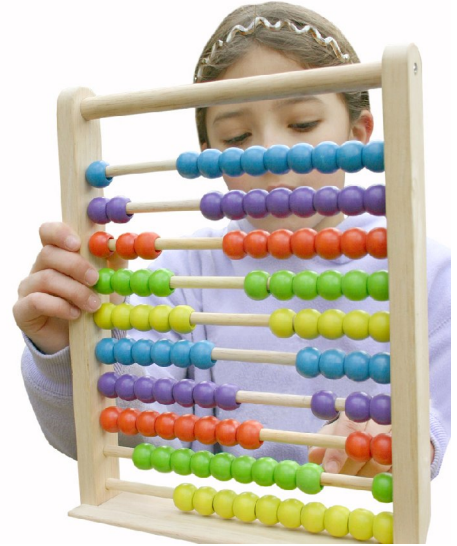
## The Foundation Phase

### Frequently Asked Questions

The following is a series of questions and answers which will hopefully provide you with a clearer picture of what the Foundation Phase aims to deliver for Wales – The Learning Country.

#### How will my child learn?

The Foundation Phase places great emphasis on children learning by doing. Young children should be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books.



For example mathematics should be more practical so that children can see how problems are solved and how important mathematics is in their everyday lives. There should be more emphasis on children understanding how things work and on finding different ways to solve problems.

#### What will my child learn?

The curriculum for the Foundation Phase builds on the current 'Desirable Outcomes for Children's Learning Before Compulsory School Age' and includes aspects of the programmes of study for Key Stage 1 to form a new curriculum.

The new curriculum was initially developed under the following seven areas of learning:

- Personal and Social Development and Well-being
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism and Multi-cultural Understanding
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.



The revised Framework for Children's Learning, which will be consulted on between January 8th and March 30th 2007, takes account of the experiences of the pilot settings/schools. As a result the seven areas of learning have been amended to the following:

- Personal and Social Development and Well-being
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism
- Knowledge and Understanding of the

World

- Physical Development
- Creative Development.

The Foundation Phase places great emphasis on developing children's:

- skills and understanding
- personal, social, emotional, physical and intellectual well-being so as to develop the whole child
- positive attitudes to learning so that they enjoy learning and will want to continue with their education for longer
- self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships
- creative and expressive skills and observation to encourage their development as individuals with different ways of responding to experiences
- activities in the outdoors where they can have first-hand experience of solving real problems in aspects such as mathematics, science and art and learn about conservation and sustainability.

### **Will my child still learn to read and write?**

In the Foundation Phase emphasis will be placed on developing children's speaking and listening skills that set a solid basis for the development of reading and writing.

Many young children enter education unable to talk about their feelings and experiences. These children are not motivated to read and write and see little value in the activities. Children who can share their feelings and talk about their experiences are far more motivated to record their

thoughts and to read what others have written. It is important therefore, that all children learn to speak about their experiences and to listen to others so that they will want to develop the skills of reading and writing.

If children enter education with well developed speaking and listening skills then staff will support them in moving forward. What will be important is that children are given the experiences that respond to their needs that will help them to learn successfully.

### **How will my child's progress be assessed?**

An initial assessment should be made when children enter education to determine what they can do and understand. This information will help to ensure that all children's first experience of education is appropriate to their needs and stage of development. The activities and experiences planned for them will help them to move forward in their learning. Staff will assess children's progress through observing them in their everyday activities and use the information to plan the next stage in their development.

Parents will receive a report each year on their child's progress in the seven areas of learning. In addition, statutory teacher assessment will be included in the Year 2 report.

### **Why is the outdoors important?**

The Foundation Phase places great importance on staff using the outdoors as another learning environment where children can work on a daily basis. There are many reasons for encouraging children to use the outdoors such as:

- children's health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside
- children can experience nature at first hand - how the weather changes and how plants and animals react to the different seasons
- problem solving can relate to real experiences



- children can experience aspects such as conservation and sustainability at first hand
- they can develop a love of nature and undertaking activities out of doors.

### **How will the National Curriculum be affected?**

The National Curriculum at Key Stage 1 will no longer exist in its current form. It will be combined with the early years to form a new phase. The existing Desirable Outcomes will be integrated with Key Stage 1 to form a statutory curriculum for the new Foundation Phase for children from 3-7 years.

### **What if we move outside of Wales?**

Currently, each of the home countries has a different approach to the education of young children. The Foundation Phase in Wales is based on good, early years practice which will give children a good foundation for learning regardless of where they live.



### **How is the effectiveness of the Pilot being evaluated?**

The Welsh Assembly Government appointed a highly respected team of researchers to monitor and evaluate the implementation of the Foundation Phase. The team includes Prof Kathy Sylva, and Prof Iram Siraj-Blatchford, who were the main researchers of the EPPE project, and Dr Janet Laugharne. The Final Report from the Monitoring and Evaluation Team was published on 4 December 2006.

What has been learnt from the evaluation of the Pilot? The Monitoring and Evaluation Reports confirmed that:

- there is overwhelming support for the Foundation Phase from a range of people including staff and parents
- the seven Areas of Learning provide a broad and balanced basis for children's learning and development
- the emphasis placed on play and active learning has a positive effect on children's development and learning.

We have also learnt that we need to continue:

- providing guidance on the seven areas of learning in the Foundation Phase curriculum and on teaching and learning

- supporting staff through well planned training
- to improve management and resources
- to keep all stakeholders informed of developments.

These lessons are reflected along with other activities and support mechanisms are described in the Welsh Assembly Government's 'Building the Foundation Phase – Action Plan.'

### **How will bilingualism be delivered in the Foundation Phase?**

Welsh-medium schools will continue to use the immersion strategy for developing children's Welsh language skills but the Foundation Phase will bring a requirement for all English-medium schools to provide children with more opportunities to learn and enjoy using the Welsh language through daily access to appropriate Welsh medium play based activities.

All staff who work with young children will be given additional training in preparation for the introduction of the Foundation Phase. Practitioners have been advised to start with the skills and knowledge they already have and increase the opportunities they provide for children to access Welsh-medium activities as they themselves become more confident in using the language.

### **What Foundation Phase material is currently available?**

The following will provide you with further background and information on the Foundation Phase and the Welsh Assembly Government's plans for its introduction:

- Press Statements from Jane Davidson
- the original consultation paper and a summary of the responses received
- the monitoring and evaluation report on the first year of the Pilot
- the draft Framework for Children's Learning
- guidance material that is being used in the Pilot schools and settings.