# Mai 2016 –
# Diweddariad i arolygwyr

Yn bresennol o fewn 1.1 rydym yn gofyn i dimau arolygu arfarnu medrau disgyblion mewn llythrennedd a rhifedd ac i farnu pa mor dda y maent yn cymhwyso'r medrau hynny ar draws y cwricwlwm. Dim ond 'yn ôl eithriad' y gofynnwn i dimau arfarnu medrau disgyblion mewn TGCh, h.y. os ydynt yn arbennig o gryf neu wan.

**O Fedi 2016: bydd hyn yn newid a byddwn yn gofyn i bob tîm arfarnu safonau mewn TGCh yn yr un ffordd ag y maent yn gwneud ar gyfer llythrennedd a rhifedd.**

*Dylai arolygwyr fynd i'r afael ag arloesedd a hyblygrwydd o ran ymagwedd at TGCh mewn modd cadarnhaol pan fydd ysgolion wedi ceisio bod yn greadigol a dychmygus wrth ddwyn mentrau yn eu blaen er budd disgyblion. Byddwn hefyd yn arfarnu TGCh yn yr un ffordd ag y gwnawn ar gyfer llythrennedd a rhifedd mewn ysgolion annibynnol.*

# Arweiniad ar arolygu TGCh

## Datblygu medrau TGCh ar draws cwricwlwm y Cyfnod Sylfaen ar gyfer plant 3 i 7 mlwydd oed

Dylech ddefnyddio'r wybodaeth ganlynol i'ch helpu i lunio barnau ynglŷn â pha mor dda y mae medrau TGCh plant yn eu helpu i fanteisio ar feysydd dysgu a pha mor dda y mae'r cwricwlwm ehangach ei hun yn datblygu'r medrau hyn yn ogystal ag ymwybyddiaeth o ddiogelwch sylfaenol a rheolau e-ddiogelwch yn unol â'u hoed a chyfnod eu datblygiad.

Mae angen i chi ganfod pa mor dda y mae plant yn gwneud cynnydd o fod angen cymorth i fod yn ddysgwyr annibynnol a rhyngddibynnol sy'n gallu defnyddio eu medrau TGCh yn effeithiol.

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer datblygiad personol a chymdeithasol, lles ac amrywiaeth ddiwylliannol, lle y bo'n berthnasol, yn galluogi plant i:**
- *ddangos dyfalbarhad a hyder wrth ddewis a chwblhau tasgau TGCh;*
- *defnyddio gwefannau dethol i ddatblygu gwybodaeth am y diwylliannau gwahanol sy'n bodoli yng Nghymru;*
- *llywio trwy antur/efelychiad a gwneud penderfyniadau er mwyn datrys problemau;*
- *dod yn gyfarwydd â defnyddio technoleg a bod yn hyderus yn gwneud hynny wrth chwarae ac yn eu gweithgareddau o ddydd i ddydd, fel defnyddio cofnodydd arian a ffonau symudol; a*
- *dechrau defnyddio dyfeisiadau digidol i gipio delweddau, mewn gweithgareddau dan do ac awyr agored a chwarae rôl*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer medrau Iaith, llythrennedd a chyfathrebu yn galluogi plant, lle y bo'n berthnasol, i:**
- *wrando gyda mwynhad ac ymateb i straeon, cerddi, caneuon a rhigymau ar y sgrîn ac mewn darllediadau addysgol;*
- *defnyddio dewislenni i chwilio am wybodaeth a'i chanfod;*
- *gwella ansawdd eu hysgrifennu datblygol trwy ddrafftio ac ailddrafftio eu gwaith tra'n datblygu eu medrau prosesu geiriau; a*
- *defnyddio ystod gynyddol o offer TGCh i gofnodi trafodaethau a dechrau mireinio cyflwyniadau, er enghraifft, trwy ddefnyddio camera digidol a recordydd sain.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer datblygiad mathemategol yn galluogi plant, lle y bo'n berthnasol, i:**
- *ddefnyddio amrywiaeth o adnoddau TGCh, fel helpu i archwilio rhif a siâp, adnabod patrymau a threfn;*
- *defnyddio meddalwedd efelychu i gwblhau tasgau, er enghraifft, didoli a threfnu gwrthrychau ar sgrîn;*
- *echdynnu, dehongli a chyflwyno gwybodaeth gan ddefnyddio pictograffau, graffiau bloc a bar;*
- *cwestiynu cronfa ddata gan ddefnyddio chwiliad syml; a*
- *diwygio dilyniant o gyfarwyddiadau a dechrau deall ongl fel mesur troi tra'n chwarae â thegan y gellir ei raglennu.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer datblygu'r iaith Gymraeg yn galluogi plant, lle y bo'n berthnasol, i:**
- *wrando gyda mwynhad ac ymateb i straeon, cerddi, caneuon a rhigymau ar sgrîn y cyfrifiadur a/neu mewn darllediadau addysgol o ansawdd da a gwefannau dethol;*
- *defnyddio dewislenni i chwilio am wybodaeth a'i chanfod;*
- *gwella ansawdd eu hysgrifennu datblygol trwy ddrafftio, golygu ac ailddrafftio eu gwaith tra'n datblygu eu medrau prosesu geiriau; a*
- *defnyddio ystod gynyddol o offer TGCh i gofnodi trafodaethau a dechrau mireinio cyflwyniadau, er enghraifft, trwy ddefnyddio camera/fideo digidol a recordydd sain.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer gwybodaeth a dealltwriaeth o'r byd yn galluogi plant, lle y bo'n berthnasol, i:**
- *ddefnyddio amrywiaeth o ffynonellau TGCh i ganfod gwybodaeth, fel llyfrau rhyngweithiol a gwyddoniaduron, atlasau, mapiau, delweddau, delweddau lloeren ar-lein; a*
- *llywio trwy antur/efelychiad a gwneud penderfyniadau er mwyn datrys problemau a chwblhau amrywiaeth o dasgau.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer datblygiad creadigol yn galluogi plant, lle y bo'n berthnasol, i:**
- *ddefnyddio dyfais sain neu fideo ddigidol i recordio eu defnydd o eirfa ddisgrifiadol, wrth ymateb i luniau, geiriau ac ystod o symbyliadau;*
- *datblygu medrau creadigol trwy ddefnyddio rhaglen tynnu lluniau gyfrifiadurol; ac*
- *archwilio synau a chreu ffyrdd gwahanol o wneud a threfnu cyfansoddiadau cerddorol gan ddefnyddio ystod o ffynonellau TGCh.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer datblygiad corfforol yn galluogi plant, lle y bo'n berthnasol, i:**
- *ddatblygu eu medrau echddygol manwl trwy ddefnyddio ystod o offer ac adnoddau TGCh, fel y llygoden a chamera digidol;*
- *dechrau defnyddio camera fideo i arfarnu eu gwaith gan ddefnyddio geirfa gynyddol i gyfleu ystyr; a*
- *defnyddio TGCh i gofnodi eu gwaith, yn cynnwys gemau a rheolau wedi eu dyfeisio.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer addysg grefyddol yn galluogi plant, lle y bo'n berthnasol, i:**
- *ddefnyddio ystod gynyddol o offer TGCh i gofnodi eu trafodaethau a dechrau mireinio eu cyflwyniadau;*
- *llywio trwy efelychiadau a gwneud penderfyniadau i ddatrys problemau; a*
- *defnyddio efelychiadau rhithwir i archwilio mannau addoli.*

## Datblygu medrau TGCh ar draws y cwricwlwm ar gyfer disgyblion 7 i 19 mlwydd oed

Dylech ddefnyddio'r wybodaeth ganlynol i'ch helpu i lunio barnau ynglŷn â pha mor dda y mae medrau TGCh disgyblion yn eu helpu i fanteisio ar y cwricwlwm cyfan a pha mor dda y mae'r cwricwlwm ehangach ei hun yn datblygu eu medrau TGCh. Mae angen i chi ganfod pa mor dda y mae disgyblion yn gwneud cynnydd o fod angen cymorth i fod yn ddysgwyr annibynnol a rhyngddibynnol sy'n gallu defnyddio eu medrau TGCh yn effeithiol ac yn ddiogel.

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer Cymraeg neu Saesneg, Cymraeg ail iaith a ieithoedd tramor modern, lle y bo'n berthnasol, yn galluogi disgyblion i:**
- *ddod o hyd i wybodaeth addas yn ddiogel o ystod o ffynonellau, fel gwefannau, deunydd archif a DVDau;*
- *datblygu gwybodaeth a syniadau at ddibenion penodol trwy brosesu'r wybodaeth yn ogystal â gwirio cywirdeb a hygrededd y wybodaeth;*
- *creu a chyflwyno gwybodaeth a syniadau, gan ystyried y gynulleidfa trwy ddefnyddio a/neu gyfuno amrywiaeth o ffurfiau gwahanol o wybodaeth, fel delweddau, fideo, graffiau, sain ac animeiddio;*
- *gwella ansawdd eu hysgrifennu trwy ddrafftio, golygu ac ailddrafftio eu gwaith gan ddefnyddio eu medrau prosesu geiriau; a*
- *rhannu gwybodaeth yn ddiogel gydag eraill, fel dros ebost, atodiadau, blogiau, trydar ac amgylcheddau rhith-ddysgu.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer mathemateg, lle y bo'n berthnasol, yn galluogi disgyblion i:**
- *gynllunio, creu a chwestiynu cronfa ddata a holiaduron;*
- *datblygu ymwybyddiaeth ofodol gan ddefnyddio dyfeisiau y gellir eu rhaglennu;*
- *dadansoddi a gwirio cywirdeb a hygrededd y wybodaeth, fel gwybodaeth a gafwyd o ffynonellau data; a*
- *defnyddio meddalwedd a thaenlenni modelu perthnasol.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer gwyddoniaeth, lle y bo'n berthnasol, yn galluogi disgyblion i:**

- *ganfod ystod o wybodaeth wyddonol yn ddiogel o ystod o ffynonellau;*
- *defnyddio meddalwedd fodelu berthnasol, fel taenlenni;*
- *defnyddio offer cofnodi data, er mwyn mesur tymheredd, curiad y galon, lefelau pH, lefelau sŵn a golau er enghraifft; a*
- *defnyddio fideo-gynadledda yn bwrpasol, er mwyn cysylltu ag arbenigwr mewn maes gwyddonol er enghraifft.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer dylunio a thechnoleg, lle y bo'n briodol, yn galluogi disgyblion i:**

- *ddefnyddio meddalwedd reoli berthnasol fel eu bod yn gallu creu, profi, addasu a storio cyfarwyddiadau i reoli digwyddiadau;*
- *defnyddio Cynllunio Gyda Chymorth Cyfrifiadur (CAD) a Chynhyrchu Gyda Chymorth Cyfrifiadur (CAM), lle y bo'n briodol;*
- *defnyddio offer cofnodi data ar gyfer ystod o fesuriadau, fel lefelau sŵn a golau; a*
- *defnyddio TGCh i gynllunio, ymchwilio, creu ac arfarnu eu gwaith.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer hanes, lle y bo'n berthnasol, yn galluogi disgyblion i:**

- *ganfod gwybodaeth addas yn ddiogel o ystod o ffynonellau, fel deunydd archif a chronfa ddata a fideos o amgueddfeydd a Llyfrgell Genedlaethol Cymru;*
- *gwirio cywirdeb a hygrededd y wybodaeth a gafwyd o ffynonellau TGCh;*
- *gwella ansawdd eu hysgrifennu trwy ddrafftio, golygu ac ailddrafftio eu gwaith gan ddefnyddio eu medrau prosesu geiriau; a*
- *defnyddio camerâu digidol yn bwrpasol a sganwyr i ddigidoli testun, delweddau a dogfennau.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer daearyddiaeth, lle y bo'n berthnasol, yn galluogi disgyblion i:**

- *ganfod gwybodaeth addas yn ddiogel o ystod o ffynonellau, fel mapiau a Systemau Gwybodaeth Daearyddiaeth (GIS);*
- *cynllunio, creu a chwestiynu cronfa ddata a holiaduron;*
- *mesur, casglu a chofnodi data; ac*
- *archwilio'r amgylchedd, yn cynnwys y lleoliad, trwy efelychiadau rhithwir.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer celf a dylunio, lle y bo'n berthnasol, yn galluogi disgyblion i:**

- *ddefnyddio meddalwedd CAD-CAM berthnasol lle y bo'n briodol; a*
- *defnyddio graffeg a meddalwedd fodelu a gwefannau.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer cerddoriaeth, lle y bo'n berthnasol, yn galluogi disgyblion i:**

- *ddefnyddio offer recordio sain a fideo, fel recordio digidol (MP3), fideo (MP4) i gofnodi, dadansoddi a mireinio eu gwaith; a*
- *defnyddio meddalwedd a thechnoleg cerddoriaeth berthnasol ar gyfer cyfansoddi.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer addysg gorfforol, lle y bo'n berthnasol, yn galluogi disgyblion i:**

- *ddefnyddio offer fideo-gynadledda i recordio, dadansoddi a mireinio gwaith; a*
- *defnyddio offer cofnodi data, ar gyfer mesur curiad calon a thymheredd er enghraifft.*

**Gallech ystyried a yw'r addysgu a'r ddarpariaeth ar gyfer addysg grefyddol, lle y bo'n berthnasol, yn galluogi disgyblion i:**

- *ganfod gwybodaeth addas yn ddiogel o ystod o ffynonellau, fel gwefannau, deunydd archif a DVDau;*
- *defnyddio TGCh ar gyfer archwilio mannau addoli, fel taith rhithwir o fosg;*
- *rhannu gwybodaeth yn ddiogel gydag eraill – trwy ebost, atodiadau, blogiau, trydar, amgylcheddau rhith-ddysgu; a*
- *defnyddio fideo-gynadledda yn bwrpasol, wrth gyfweld â phobl o ffydd gwahanol neu wrth drafod materion alcohol a chyffuriau er enghraifft.*

# May 2016 – Update for inspectors

In 1.1 we currently require inspection teams to evaluate pupils' skills in literacy and numeracy and to judge how well they apply those skills across the curriculum. We only require teams to evaluate pupils' skills in ICT 'by exception', ie if they particularly strong or weak.

**From September 2016 this will change and we will require all teams to evaluate standards in ICT in the same way as they do for literacy and numeracy.**

*Inspectors should approach innovation and flexibility of approach to ICT in a positive way when schools have tried to be creative and imaginative in taking forward initiatives for the benefit of pupils. We will also evaluate ICT in the same way as we do for literacy and numeracy in independent schools.*

# Guidance on the inspection of ICT

### *Developing ICT skills across the Foundation Phase curriculum for children aged 3 to 7 years*

You should use the following information to help you make judgements about how well children's ICT skills help them access areas of learning and how well the wider curriculum itself develops these skills as well as an awareness of basic safety and e-safety rules in line with their age and stage of development.

You need to ascertain how well children progress from needing support to becoming both independent and interdependent learners who can use their ICT skills effectively.

**You may consider if the teaching and provision for personal and social development, wellbeing and cultural diversity, where applicable, enables children to:**
- *show growing perseverance and confidence in choosing and completing ICT tasks;*
- *use selected websites to develop a knowledge of the different cultures that exist in Wales;*
- *navigate through an adventure/simulation and make decisions to solve problems;*
- *become familiar with and confident in using technology in their play and every day activities, such as using cash registers and mobile phones; and*
- *begin to use digital devices to capture images, such as in indoor and outdoor activities and role play*

**You may consider if the teaching and provision for language, literacy and communication skills enables children, where applicable, to:**
- *listen with enjoyment and respond to stories, poems, songs and rhymes on screen and in educational broadcasts;*
- *use menus to search for and find information;*
- *improve the quality of their emerging writing by drafting, editing and re-drafting their work while developing their word-processing skills; and*
- *use an increasing range of ICT tools to record discussions and begin to refine presentations, for example, by using a digital camera and audio recorder.*

**You may consider if the teaching and provision for mathematical development enables children, where applicable, to:**

- *use a variety of ICT resources, such to help explore number and shape, recognise patterns and sequences;*
- *use simulation software to complete tasks, for example, sorting and sequencing objects on a screen;*
- *extract, interpret and present information using pictographs, block and bar graphs;*
- *interrogate a database using a simple search; and*
- *amend a sequence of instructions and begin to understand angle as a measure of turn while playing with a programmable toy.*

**You may consider if the teaching and provision for Welsh language development enables children, where applicable, to**:

- *listen with enjoyment and respond to stories, poems, songs and rhymes on the computer screen and/or in good quality educational broadcasts and selected websites;*
- *use menus to search for and find information;*
- *improve the quality of their emerging writing by drafting, editing and re-drafting their work while developing their word-processing skills; and*
- *use an increasing range of ICT tools to record discussions and begin to refine presentations, for example, by using a digital camera/video and audio recorder.*

**You may consider if the teaching and provision for knowledge and understanding of the world enables children, where applicable, to:**

- *use a variety of ICT sources to find information, such as interactive books and encyclopaedias, online atlases, maps, images, satellite images; and*
- *navigate through an adventure/simulation and make decisions to solve problems and complete a variety of tasks.*

**You may consider if the teaching and provision for creative development enables children, where applicable, to:**

- *use a digital audio or video device to record their use of descriptive vocabulary, when responding to pictures, words and a range of different stimuli;*
- *develop creativity skills through using a computer drawing programme; and*
- *explore sounds and create different ways of making and organising musical compositions using a range of ICT sources.*

**You may consider if the teaching and provision for physical development enables children, where applicable, to:**

- *develop their fine motor skills through using a range of ICT equipment and resources, such as the mouse and a digital camera;*
- *begin to use a video camera to evaluate their work using a growing vocabulary to convey meaning; and*
- *use ICT to record their work, including devised games and rules.*

**You may consider if the teaching and provision for religious education enables children, where applicable, to:**

- *use an increasing range of ICT tools to record their discussions and begin to refine their presentations;*
- *navigate through simulations and make decisions to solve problems; and*
- *use virtual reality simulations to explore places of worship.*

### *Developing ICT skills across the curriculum for pupils aged 7 to 19 years*

You should use the following information to help you make judgements about how well pupils' ICT skills help them access the whole curriculum and how well the wider curriculum itself develops their ICT skills.
You need to ascertain how well pupils progress from needing support to becoming both independent and interdependent learners who can use their ICT skills effectively and safely.

**You may consider if the teaching and provision for Welsh or English, Welsh second language and modern foreign languages, where applicable, enables pupils to:**

- *find suitable information safely from a range of sources, such as websites, archive material and DVDs;*
- *develop information and ideas for specific purposes by processing the information as well as checking for accuracy and plausibility;*
- *create and present information and ideas, taking account of audience by using and/or combining a variety of different forms of information, such as images, video, graphs, sound and animation;*
- *improve the quality of their writing by drafting, editing and re-drafting their work using their word-processing skills; and*
- *safely share information with others, such as via email, attachments, blogs, twitter and virtual learning environments (VLEs).*

**You may consider if the teaching and provision for mathematics, where applicable, enables pupils to:**
- *plan, create and interrogate a database and questionnaires;*
- *develop spatial awareness using programmable devices;*
- *analyse and check the accuracy and plausibility of information, such as information gained from data sources; and*
- *use relevant modelling software and spreadsheets.*

**You may consider if the teaching and provision for science, where applicable, enables pupils to:**
- *find a range of scientific information safely from a range of sources;*
- *use relevant modelling software, such as spreadsheets;*
- *use data logging equipment, such as to measure temperature, heart rate, pH levels, noise and light levels; and*
- *use Video Conferencing purposefully, such as linking with an expert in a scientific field.*

**You may consider if the teaching and provision for design and technology, where applicable, enables pupils to:**
- *use relevant control software so that they can create, test, modify and store instructions to control events;*
- *use Computer Aided Design(CAD) and Computer Aided Manufacture (CAM), where appropriate;*
- *use data logging equipment for a range of measurements, such as noise and light levels; and*
- *use ICT to plan, research, create and evaluate their work.*

**You may consider if the teaching and provision for history, where applicable, enables pupils to:**
- *find suitable information safely from a range of sources, such as archive and database material and videos from museums and the National Library of Wales;*
- *check the accuracy and plausibility of information gained from ICT sources;*
- *improve the quality of their writing by drafting, editing and re-drafting their work using their word-processing skills; and*
- *use digital cameras purposefully and scanners to digitise text, images and documents.*

**You may consider if the teaching and provision for geography, where applicable, enables pupils to:**
- *find suitable information safely from a range of sources, such as maps and Geography Information Systems(GIS);*
- *plan, create and interrogate a database and questionnaires;*
- *measure, collect and record data; and*
- *explore the environment, including the locality, through virtual reality simulations.*

**You may consider if the teaching and provision for art and design, where applicable, enables pupils to:**
- *use relevant CAD-CAM software where relevant; and*
- *use relevant graphics and modelling software and websites.*

**You may consider if the teaching and provision for music, where applicable, enables pupils to:**
- *use audio and video recording equipment, such as digital recording (MP3), video (MP4) to record, analyse and refine their work; and*
- *use relevant software and music technology for composing.*

**You may consider if the teaching and provision for physical education, where applicable, enables pupils to:**
- *use video recording equipment to record, analyse and refine work; and*
- *use data logging equipment, such as for measuring heart beat and temperature.*

**You may consider if the teaching and provision for religious education, where applicable, enables pupils to:**
- *find suitable information safely from a range of sources, such as websites, archive material and DVDs;*
- *use ICT for exploring places of worship, such as virtual tour of a mosque;*
- *share information safely with others – via email, attachments, blogs, twitter, virtual learning environments (VLEs); and*
- *use video conferencing purposefully, such as when interviewing people from other faiths or discussing alcohol and drug issues.*