

Gwneud y mwyaf o gyfleoedd sy'n digwydd yn naturiol i ddatblygu medrau dysgwyr

Making the most of naturally occurring opportunities to develop learners' skills

Steve Bell

Cynnwys

- Sut rydym ni'n arolygu medrau?
- Dehongli'r negeseuon o adroddiadau arolygu
- Cryfderau cyffredin a meysydd cyffredin i'w datblygu
- Arfarnu'ch darpariaeth eich hun
- Gwneud y mwyaf o gyfleoedd sy'n digwydd yn naturiol
- Cwestiynau

Content

- How do we inspect skills?
- Interpreting the messages from inspection reports
- Common strengths and areas for development
- Evaluating your own provision
- Making the most of naturally occurring opportunities
- Questions

Sut rydym ni'n arolygu medrau?

How do we inspect skills?

Y Fframwaith Arolygu Cyffredin o Fedi 2017

Meysydd arolygu

Agweddau

01	Safonau	1.1 Safonau a chynnydd cyffredinol 1.2 Safonau a chynnydd grwpiau penodol 1.3 Safonau a chynnydd mewn medrau
02	Lles ac agweddau at ddysgu	2.1 Lles 2.2 Agweddau at ddysgu
03	Addysgu a phrofiadau dysgu	3.1 Ansawdd yr addysgu 3.2 Ehangder, cydbwysedd a phriodoldeb y cwricwlwm 3.3 Darpariaeth ar gyfer medrau
04	Gofal, cymorth ac arweiniad	4.1 Ofhain, monitro a darparu cymorth dysgu 4.2 Datblygiad personol 4.3 Diogelu
05	Arweinyddiaeth a rheolaeth	5.1 Ansawdd ac effeithiolrwydd arweinwyr a rheolwyr 5.2 Prosesau hunanarfarnu a chynllunio gwelliant 5.3 Dysgu proffesiynol 5.4 Defnyddio adnoddau

Y fframwaith arolygu cyffredin

Common Inspection Framework from September 2017

Common inspection framework

Inspection Areas	Aspects
01 Standards	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills
02 Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitudes to learning
03 Teaching and learning experiences	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum 3.3 Provision for skills
04 Care, support and guidance	4.1 Tracking, monitoring and the provision of learning support 4.2 Personal development 4.3 Safeguarding
05 Leadership and management	5.1 Quality and effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning 5.4 Use of resources

1.3 Safonau a chynnydd o ran medrau

Dylai arolygwyr farnu safonau mewn medrau llythrennedd, rhifedd a llythrennedd digidol ar sail tystiolaeth uniongyrchol, er enghraifft o arsylwi dysgwyr mewn sesiynau hyfforddi, craffu ar waith dysgwyr a thrafodaethau â dysgwyr.

Bydd arsylwi'n ofalus ar ddysgwyr mewn gwersi a siarad â dysgwyr yn darparu tystiolaeth o'u medrau siarad a gwrando, eu medrau llythrennedd, rhifedd a llythrennedd digidol a'u gallu i feddwl.

Bydd craffu ar waith yn darparu tystiolaeth o ba mor dda y gall dysgwyr ysgrifennu'n glir a deall yr hyn y maent yn ei ddarllen, pa mor dda y gallant ddefnyddio eu medrau llythrennedd, rhifedd a llythrennedd digidol ar lefelau priodol mewn amrywiaeth o feysydd dysgu.

Dylai arolygwyr ystyried i ba raddau y mae medrau cyfathrebu a medrau meddwl uwch dysgwyr yn cefnogi neu'n rhwystro'u cynnydd, rhyngweithio â dysgwyr eraill, tiwtoriaid, hyfforddwyr, aseswyr a'u cyflogwyr, yn y gwaith neu i ffwrdd o'r gwaith.

1.3 Standards and progress in skills

Inspectors should judge standards in literacy, numeracy and digital literacy skills based on first-hand evidence, for example from observations of learners in training sessions, scrutiny of learners' work and discussions with learners.

Careful observation of learners in training sessions and talking to learners will provide evidence of their speaking and listening skills, their literacy, numeracy skills and digital literacy and their ability to think.

Scrutiny of work will provide evidence on how well learners can write clearly and read for understanding, how well they can use their literacy, numeracy and digital literacy skills at appropriate levels in a range of learning areas.

Inspectors should consider the extent to which learners' communication and higher-order thinking skills support or hinder their progress, interaction with other learners, tutors, trainers, assessors and their employers, on or off-the job

3.3 Darpariaeth ar gyfer medrau

Dylai arolygwyr arfarnu'r graddau y mae'r trefniadau hyfforddi yn sicrhau bod dysgwyr yn caffael y medrau llythrennedd (Cymraeg/Saesneg), rhifedd a llythrennedd digidol angenrheidiol i gefnogi eu gwaith. Dylai arolygwyr ystyried pa mor dda y mae'r darparwr wedi cyfrif am ddatblygiad llythrennedd, rhifedd a llythrennedd digidol dysgwyr wrth gynllunio profiadau galwedigaethol dysgwyr.

Dylai arolygwyr arfarnu graddau ac ansawdd y ddarpariaeth ar gyfer datblygu medrau Cymraeg. Dylent ystyried pa mor dda y caiff dysgwyr eu gwneud yn ymwybodol o fanteision dysgu Cymraeg a bod yn ddwyieithog. Dylai arolygwyr roi sylwadau ar drefniadau darparwyr i gefnogi datblygiad medrau Cymraeg dysgwyr.

3.3 Provision for skills

Inspectors should evaluate the extent to which the training arrangements ensure that learners acquire the necessary skills in literacy (Welsh/English), numeracy and digital literacy to support their work. Inspectors should consider how well the provider has taken account of the development of learners' literacy, numeracy and digital literacy in the planning of learners' vocational experiences.

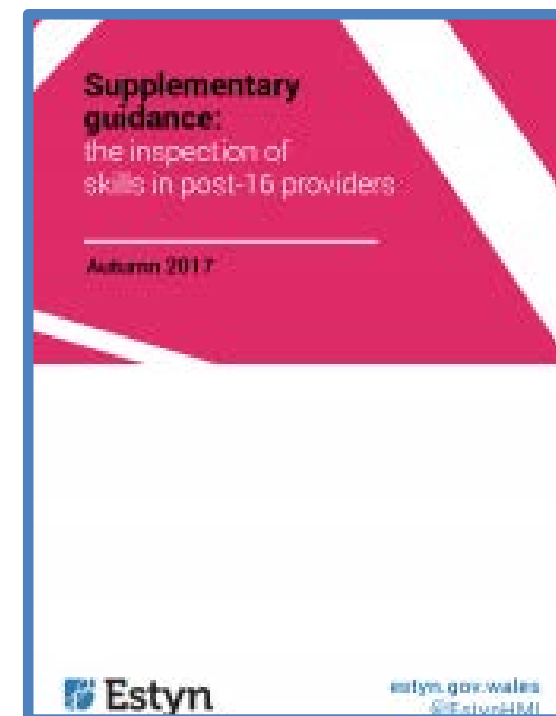
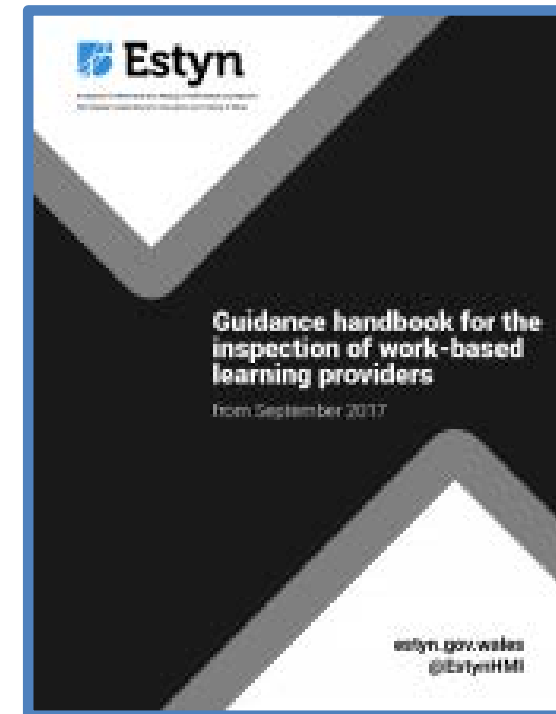
Inspectors should evaluate the extent and quality of the provision for the development of Welsh language skills. They should consider how well learners are made aware of the advantages of learning Welsh and becoming bilingual. Inspectors should comment on the arrangements that providers have to support learners Welsh language skills development.

Arweiniad atodol: arolygu medrau mewn darparwyr ôl-16

- Safonau
- Darpariaeth
- Asesu medrau dysgwyr
- Gosod targedau
- Cymwysterau a chynnydd dysgwyr
- Addysgu medrau
- Arweinyddiaeth a rheolaeth
- Sbardunau cwestiwn ar gyfer arsylwadau – ffocws ar lythrennedd
- Sbardunau cwestiwn ar gyfer arsylwadau – ffocws ar rifedd
- Sbardunau cwestiwn ar gyfer dysgwyr – ffocws ar lythrennedd digidol
- Cwestiynau i'w haddasu yn unol â thrywyddau ymholi

Supplementary guidance: the inspection of skills in post-16 providers

- Standards
- Provision
- Assessment of learners' skills
- Target-setting
- Qualifications and learner progress
- Teaching of skills
- Leadership and management
- Question prompts for observations – focus on literacy
- Question prompts for observations – focus on numeracy
- Question prompts for learners – focus on digital literacy
- Questions to adapt according to lines of inquiry



Adroddiad blynyddol 2016-2017

Yn gyffredinol, mae dysgwyr yn cwblhau eu cymwysterau Sgiliau Hanfodol Cymru ar y lefel sy'n ofynnol yn eu fframweithiau hyfforddiant. Mewn llawer o ddarparwyr, a phan fo'n briodol, mae dysgwyr yn cwblhau cymwysterau ar lefel uwch.

Mae'r rhan fwyaf o ddysgwyr yn dangos hyder wrth ddefnyddio TGCh yn ystod amrediad o weithgareddau. Mae mwyafrif y dysgwyr yn datblygu eu medrau llythrennedd yn briodol. Mewn ychydig o ddarparwyr, ychydig iawn o ddysgwyr sy'n datblygu ac yn cymhwyso eu medrau rhifedd yn dda mewn amrywiaeth o gyd-destunau yn eu gweithleoedd. (t159)

Dros y cylch, mae nifer o ddarparwyr wedi gwella eu strategaethau a'u harferion i ddatblygu llythrennedd a rhifedd dysgwyr. Fodd bynnag, yn y darparwyr a arolygwyd yn ystod 2016-2017, nid yw lleiafrif o diwtoriaid ac aseswyr yn cynllunio'n ddigon da i herio a chynorthwyo medrau llythrennedd a rhifedd dysgwyr yn eu llwybr galwedigaethol ar lefel ddigon uchel. (t161)

Annual report 2016-2017

Learners generally complete their Essential Skills Wales qualifications at the level required in their training frameworks. In many providers, and when appropriate, learners complete qualifications at a higher level.

Most learners demonstrate confidence when using ICT during a range of activities. The majority of learners develop their literacy skills appropriately. In a few providers, very few learners develop and apply their numeracy skills well in a variety of contexts within their workplaces. (p 159)

Over the cycle, many providers have improved their strategies and practices to develop learners' literacy and numeracy. However, in the providers inspected in 2016-2017, a minority of tutors and assessors do not plan well enough to challenge and support the learners' literacy and numeracy skills within their vocational pathway at a high enough level. (p 161)

Gweithgaredd 1 – Dehongli’r negeseuon o adroddiadau arolygu

Activity 1 – Interpreting the messages from inspection reports

Estyn quantity descriptors (for Activity 1)

most - 90% or more

many - 70% or more

a majority - over 60%

half - 50%

around half - close to 50%

a minority - below 40%

few - below 20%

very few - less than 10%

Meysydd cyffredin i'w datblygu (1)

- Caiff cyflwyno medrau ei drefnu'n wael (e.e. nid yw'r tîm medrau yn cyfathrebu ag ymgynghorwyr hyfforddiant)
- Caiff sesiynau medrau eu hamseru'n wael (nid yw'n ddefnyddiol i raglenni na datblygiad dysgwyr)
- Gwneud Asesiad Cychwynnol WEST, ond peidio â gwneud unrhyw beth ystyrlon â'r canlyniadau wedyn
- Meddwl am fedrau o ran cydymffurfio â'r fframwaith, nid annog dysgwyr i anelu'n uwch
- Meddwl am fedrau fel cymhwyster yn hytrach na phroses
- Mae diffyg ffyrdd trylwyr gan y sefydliad o arfarnu safonau neu gynnydd mewn medrau
- Diffyg cydbwysedd yn y pwyslais rhwng y medrau gwahanol

Common areas for development (1)

- Poor organisation of skills delivery (eg skills team does not communicate with training advisors)
- Poor timing of skill sessions (not helpful to learners' programmes or development)
- Doing WEST Initial Assessment (IA), but then not doing anything meaningful with the information
- Thinking about skills in terms of compliance for framework, and not encouraging learners to aim higher
- Thinking about skills as a qualification rather than a process
- Organisation lacks rigorous ways of evaluating standards or progress in skills
- Imbalance of emphasis between the different skills

Meysydd cyffredin i'w datblygu (1)

- Cynnal asesiad cychwynnol WEST, gan ddefnyddio deunyddiau WEST, ond peidio â chysylltu'r dysgu â'r hyn sy'n fwyaf defnyddiol i ddysgwyr.
- Ddim yn edrych ar raglen dysgwr i nodi ymhle mae cyfleoedd i ddysgu, ymarfer a datblygu medrau
- Ddim yn mynd ati i gynllunio cyfleoedd i ddatblygu medrau dysgwyr
- Ddim yn defnyddio cyfleoedd sy'n digwydd yn naturiol i ddatblygu medrau dysgwyr
- Ddim yn meddu ar y medrau personol i allu helpu dysgwyr neu...beidio â gwybod ble/sut i gyfeirio dysgwr am gymorth
- Ddim yn amlygu camgymeriadau dysgwyr a'u helpu nhw gyda dulliau o wella
- Nid yw dysgwyr yn glir ynghylch beth mae angen iddynt ei wneud i wella (e.e. nid yw targedau mewn adolygiadau'n crybwyll medrau neu maent yn eu crybwyll fel deilliant cymhwyster yn unig)

Common areas for development (2)

- Carrying out the WEST IA, using the WEST materials, but not linking learning to what is most useful to learners.
- Not looking at a learner's programme to identify where there are opportunities to learn, practise and develop skills
- Not actively planning opportunities to develop learners' skills
- Not using naturally occurring opportunities to develop learners' skills
- Not having the personal skills to be able to help a learner or... not knowing where / how to signpost a learner for help
- Not identifying learners' errors and helping them with approaches to improve
- Learners not clear about what they need to do to improve (eg targets in reviews do not mention skills or mention them only as a qualification outcome)

Pan mae'n gweithio'n dda... Where it works well...

- Deilliannau cryf cyson rhwng llwybrau, rhwng darparwyr mewn consortiwm a rhwng is-gontractwyr
- Caiff cyfleoedd mewn rhaglenni dysgwyr unigol i ddatblygu medrau eu hamlygu a'u hymestyn. Yn yr achosion hyn, mae gwell medrau llythrennedd, rhifedd neu lythrennedd digidol yn gwella medrau gwaith dysgwyr
- Ceir ymgynghorwyr hyfforddiant â gallu a medrau personol cadarn i helpu dysgwyr i wella neu ceir cyfeirio da a chymorth cryf gan arbenigwyr medrau
- Help clir i ddysgwyr o ran sut i wella a thystiolaeth o wella
- Mae dysgwyr yn cyflawni deilliannau Sgiliau Hanfodol Cymru uwchlaw gofyniad y fframwaith yn rheolaidd
- Mewn prentisiaethau uwch yn arbennig, mae dysgwyr â medrau presennol cryf yn cymhwyso'r rheiny'n dda yn eu gwaith
- Consistently strong outcomes between routes, between providers in a consortium and between subcontractors
- Skills opportunities within individual learners' programmes identified and enhanced. In these cases, improved literacy, numeracy or digital literacy skills improve learners' job skills
- Training advisors with strong personal skills and ability to help learners improve or good signposting and strong support from skills specialists
- Clear help to learners about how to improve, and evidence of improvement
- Learners regularly achieving ESW outcomes higher than framework requires
- In higher apprenticeships especially, learners with strong existing skills applying those to good effect in their job roles

Gweithgaredd 2 – Arfarnu’ch darpariaeth eich hun

Activity 2 – Evaluating your own provision

Gweithgaredd 3 – Gwneud y mwyaf o gyfleoedd sy'n digwydd yn naturiol

Activity 3 – Making the most of naturally occurring opportunities

Cwestiynau?

Questions?